# Mansfield

## State Teachers College

# The College Quarterly

# Catalog Number

# 1953-1955

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## Mansfield, Pennsylvania

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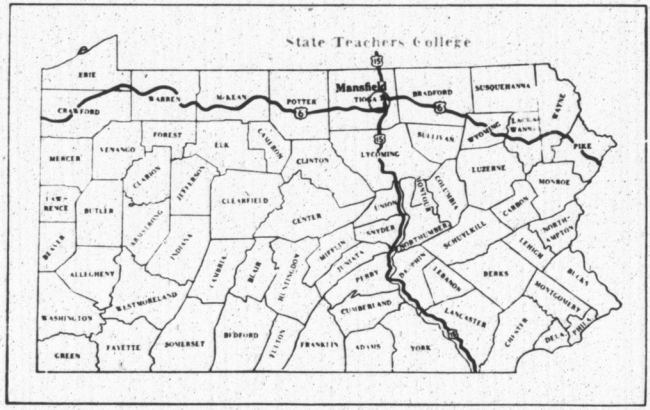


## LOCATION OF MANSFIELD

Mansfield Borough is located in Tioga County, Pennsylvania, approximately fifty miles north of Williamsport, via Route 15, and thirty miles southwest of Elmira, New York, via Route 549. At this point two main highways of Pennsylvania—Route 6, running east and west, and the aforementioned Route 15, running north and south—intersect, making Mansfield State Teachers College easily accessible by motor from all parts of the state. The Greyhound and Edward's Lakes-to-Sea buses have regularly scheduled stops at Mansfield.

There is no passenger train service to or from Mansfield; but there is adequate freight train service. Thus, if it is necessary, a student may send his baggage to the College by rail. In doing so, however, the student should be certain that such baggage is marked distinctly with his own name and "State Teachers College, Mansfield, Tioga County, Pennsylvania." He should be sure also that the baggage is shipped via Elmira, New York, and the Tioga Division of the Erie Railroad.

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# The College Quarterly

STATE TEACHERS COLLEGE
MANSFIELD, PENNSYLVANIA

Volume 58-59 MAY, 1953 Number 1

## GENERAL CATALOG NUMBER

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1953-1955

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Mansfield University
ARCHIVES
of Pennsylvania

# COLLEGE CALENDAR

# 1953-1954

## 1953 Summer Sessions

| | |
|---|---|
| Pre-Session Begins | Monday, June 8 |
| Pre-Session Ends | Friday, June 26 |
| Six-Weeks Session Begins | Monday, June 29 |
| Six-Weeks Session Ends | Friday, August 7 |
| Post-Session Begins | Monday, August 10 |
| Post-Session Ends | Friday, August 28 |

## ACADEMIC YEAR

## 1953-1954

### FIRST SEMESTER

| | |
|---|---|
| Registration of Freshmen | Tuesday, September 8 |
| Registration of Upperclassmen | Wednesday, September 9 |
| Classes Begin at 8 a. m. | Thursday, September 10 |
| Thanksgiving Recess Begins at 12 noon | Tuesday, November 24 |
| Thanksgiving Recess Ends at 8 a.m. | Monday, November 30 |
| Christmas Recess Begins at 12 noon | Tuesday, December 15 |
| Christmas Recess Ends at 8 a.m. | Monday, January 4 |
| First Semester Ends at 12 noon | Friday, January 22 |

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### SECOND SEMESTER

| | |
|---|---|
| Registration | Monday and Tuesday, January 25 and 26 |
| Classes Begin at 8 a.m. | Wednesday, January 27 |
| Easter Recess Begins at 12 noon | Tuesday, April 13 |
| Easter Recess Ends at 8 a.m. | Tuesday, April 20 |
| Alumni Day | Saturday, May 22 |
| Baccalaureate Service | Sunday, May 23 |
| Commencement | Monday, May 24 |

# COLLEGE CALENDAR

## 1954-1955

### 1954 Summer Sessions

| | |
|---|---|
| Pre-Session Begins | Monday, June 7 |
| Pre-Session Ends | Friday, June 25 |
| Six-Weeks Session Begins | Monday, June 28 |
| Six-Weeks Session Ends | Friday, August 6 |
| Post-Session Begins | Monday, August 9 |
| Post-Session Ends | Friday, August 27 |

## ACADEMIC YEAR

### 1954-1955

#### FIRST SEMESTER

| | |
|---|---|
| Registration of Freshmen | Tuesday, September 7 |
| Registration of Upperclassmen | Wednesday, September 8 |
| Classes Begin at 8 a. m. | Thursday, September 9 |
| Thanksgiving Recess Begins at 12 noon | Tuesday, November 23 |
| Thanksgiving Recess Ends at 8 a.m. | Monday, November 29 |
| Christmas Recess Begins at 12 noon | Tuesday, December 14 |
| Christmas Recess Ends at 8 a.m. | Monday, January 3 |
| First Semester Ends at 12 noon | Friday, January 20 |

#### SECOND SEMESTER

| | |
|---|---|
| Registration | Monday and Tuesday, January 24 and 25 |
| Classes Begin at 8 a.m. | Wednesday, January 26 |
| Easter Recess Begins at 12 noon | Tuesday, April 5 |
| Easter Recess Ends at 8 a.m. | Tuesday, April 12 |
| Alumni Day | Saturday, May 21 |
| Baccalaureate Service | Sunday, May 22 |
| Commencement | Monday, May 23 |



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## COMMONWEALTH OF PENNSYLVANIA
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**Languages**

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**Psychology**

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**Home Economics Education Department**

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B.S., Pennsylvania State College; M.A., Columbia

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B.S., Simmons College; M.A., Columbia University

MELINDA J. FIAT — *Assistant Professor of Clothing*
B.S., Indiana; M.Ed., Pennsylvania State College

ELEANOR C. JOHNSTON — *Assistant Professor of Foods*
B.S., M.S., Minnesota

**Music Education Department**

MARJORIE C. BROOKS, *Director* — *Assistant Professor of Music*
B.S., New York University; M.A., Eastman School of Music

JOHN H. BAYNES — *Assistant Professor of Music*
B.S., Mansfield; Mus.M., Michigan

DANIEL W. BORDER — *Associate Professor of Choral Music*
B.S., Indiana; M.A., Columbia University

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B.A., Eastman School of Music; B.S., West Chester;
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Diploma, Juilliard School of Music; B.A., Charleston;
M.A., Columbia University

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B.S., Trenton; M.A., Columbia University

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JOHN B. LITTLE — *Associate Professor of Piano*
B.S., Southern Methodist; Mus.M., Eastman School of Music

SIGMUND MICHOTA — *Assistant Professor of Music*
B.S., M.A., New York University

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B.S., M.A., New York University

**Campus Elementary School**

CLARENCE L. HUNSICKER, *Principal*
*Associate Professor of Education*
B.S., Bloomsburg; M.S. in Ed., Bucknell University

STEPHEN T. BENCETIC — *Associate Professor of Art*
B.S., Youngstown College;
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MARION S. BENNETT — *Assistant Professor, Supervisor of Grade Five*
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B.S., Mansfield; M.A., George Peabody College

MILDRED L. GRIGSBY — *Assistant Professor, Supervisor of Grade Six*
B.S., Bucknell; M.A., Columbia University

LORENE M. HABEGER — *Assistant Professor, Supervisor of Grade Two*
B.S., Kansas Teachers College; M.A., Columbia University

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Diploma, Millersville; B.S., Temple University;
M.A., Ed.D., George Washington University

ENID L. HENDRICKS — *Assistant Professor, Supervisor of Grade Five*
B.Ed., Bridgewater; M.Ed., Boston University

RUTH M. HUGHES — *Assistant Professor, Supervisor of Grade Three*
B.S., Mansfield; M.A., Columbia University

DOROTHY F. HUTCHINSON
*Assistant Professor, Supervisor of Grade Four*
B.S., M.S., Pennsylvania

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*Assistant Professor, Supervisor of Grade One*
B.S., East Stroudsburg; M.S., Pennsylvania State College

EDNA P. MARSH *Assistant Professor, Supervisor of Grade Three*
B.S., M.A., Columbia University

BERTHA R. PALMER *Campus Schools Librarian*
B.S., Bucknell; B.S., in L.S., Millersville

CLARISSA A. RANDALL *Assistant Professor of Music*
B.S., M.A., New York University

ELIZABETH P. STALFORD *Assistant Professor, Supervisor of Grade Six*
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FANETTA J. WAREHAM *Assistant Professor, Supervisor of Grade Two*
B.S., Indiana; M.Ed., Pennsylvania State College

C. JANE WHITING *Assistant Professor, Supervisor of Grade One*
B.S., Slippery Rock; M.Ed., Pennsylvania State College

**Campus Junior High School**

JESSIE I. GRIGSBY, *Principal* *Assistant Professor of Education*
B.S., M.A., New York University

GEORGE P. BLUHM *Associate Professor of Social Studies*
B.S., Lock Haven; M.Ed., Pennsylvania State College

LILYAN K. GALBRAITH *Associate Professor of Home Economics*
B.S., M.S., West Virginia

JOHN H. MANNING *Associate Professor of Mathematics*
A.B., Oakland City College; A.M., Cincinnati

KIMBLE G. MARVIN *Assistant Professor of Health and Science*
B.S., Lafayette; M.A., New York University

MILDRED P. MENGE — *Professor of English*
B.S., Lock Haven; M.Ed., Ed.D., Pennsylvania State College

ELLEN E. MURPHY — *Assistant Professor of English*
B.S., M.S., Syracuse University

CLARENCE R. MUTCHLER — *Professor of Science*
B.S., Lock Haven; M.S. in Ed., Bucknell;
Ed.D., Pennsylvania State College

JOHN J. REESE — *Assistant Professor of Industrial Arts*
B.S., Mansfield; B.S., Industrial Arts, Millersville;
M.S., Cornell

**Senior High School**

WARREN L. MILLER *Supervising Principal* — *Instructor in Physics*
B.S., Mansfield; M.S., Bucknell University

THEODORE R. BESANCENEY — *Instructor in Geography & Mathematics*
B.S., Mansfield

BRITTON BIXBY — *Instructor in Health and Physical Education*
B.S., Ithaca College

MARY M. BRACE — *Instructor in Home Economics*
B.S., Mansfield

JAMES CLARK — *Instructor in Vocational Agriculture*
B.S., Pennsylvania State College

MARION GLECKLER — *Instructor in English*
B.S., Mansfield; M.A., Syracuse University

CHARLES H. HESS — *Instructor in Vocational Agriculture*
B.S., Pennsylvania State College

FAUSTINA B. HUGHES — *Instructor in English and Latin*
A.B., Pennsylvania State College;
M.A., University of Pennsylvania

C. MAX MILLIREN — *Instructor in Mathematics*
B.S., Mansfield; M.Ed., Duke University

EUGENE MORTIMER — *Instructor in Commercial Subjects*
B.S., Bucknell University

JOHN REESE — *Instructor in Industrial Arts*
B.S., Mansfield; B.S., in Industrial Arts, Millersville;
M.S., Cornell University

| | |
|---|---|
| HELEN S. STRAIT<br>A.B., Wilson College | *Instructor in History* |
| JUNE B. TERRY<br>B.S., East Stroudsburg | *Instructor in Health & Physical Educ.* |
| WILLIAM WANICH<br>B.S., Bloomsburg | *Instructor in Commercial Subjects* |
| GLADYS YOUNG<br>B.S., Mansfield | *Instructor in Science and French* |

**Health and Nutrition Staff**

| | |
|---|---|
| KATHRYN B. APPLE | *Dietitian* |
| JENNIE CROOKS | *Dining Hall Hostess* |
| EDYTHA KEENEY, R. N. | *Campus Schools Nurse* |
| JOSEPH J. MOORE, M. D. | *College Physician* |
| GRACE D. BROWN, R. N. | *College Nurse* |
| ESTHER MITCHELTREE, R. N. | *College Nurse* |
| BETTY Y. ZEHNER, R. N. | *College Nurse* |

**Business Staff**

| | |
|---|---|
| WAYNE M. KELTS | *Business Manager* |
| BRUNSWICK W. LEONARD | *Bookkeeper* |
| ANITA F. MOORE | *Manager of Campus Book Store* |
| LAURA C. REHBEIN | *Bookkeeper* |
| VICTORIA H. THIEMANN | *Revenue Agent* |
| PATRICIA J. WEAVER | *Account Clerk* |

**Maintenance Staff**

| | |
|---|---|
| W. RAYMOND MILLER | *Superintendent of Grounds and Buildings* |
| GEORGIANNA W. MCNAUGHTON | *Matron* |
| RAYMOND WATKINS | *Receiving Clerk* |

**Secretarial Staff**

| | |
|---|---|
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| EDITH HUNSICKER | *Secretary to Dean of Instruction* |
| MARY J. KINGSLEY | *Secretary to the President* |
| MAE T. COX | *Clerk in Library* |
| EDNA ALLEN | *Secretary to Director of Campus Schools* |

# THE COLLEGE

## HISTORY

After some preliminary planning by the prominent citizens beginning in 1854, the first building was erected and opened in 1857, under the name of the Mansfield Classical Seminary with a registration of 105 students. Four months later, this building burned to the ground; but the resolute citizens suffered no delay in renewing building operations, with the result that South Hall was available for the formal opening of school on November 23, 1859.

From its beginning, the school labored under such serious financial difficulties that in 1862, at the request of the trustees the Commonwealth of Pennsylvania took over the Classical Seminary, and it became the Normal School of the Fifth District.

In 1871 the first provision for student teaching was organized by Professor Fordyce A. Allen, then head of the Normal. At first, the elementary grades of the Mansfield Soldiers Orphans School were used for the purpose; but later, when the need for the Orphan school no longer existed in the district, the lower grades of the local public school were organized for teacher preparation.

A modern training school building was opened on the campus in 1914, and six years later, the junior high school was included in the organization. The new junior high school building, however, was not erected until 1926.

The State Council of Education at its meeting in June, 1926, authorized the State Normal School at Mansfield to confer the degree of Bachelor of Science in Education to graduates of courses in Elementary and Secondary Education. A year later, on May 13, 1927, a formal resolution authorized a Teachers College at Mansfield and, subsequently, the power to grant degrees was extended to the special fields of Music and Home Economics.

## GROUNDS AND BUILDINGS

Mansfield State Teachers College is situated in the heart of Pennsylvania's Northern Tier, a region of forested mountains and fertile valleys once known to an earlier people as "The Garden of the Six Nations." The campus, a plot of sixty-three acres, is fraught with natural beauty and man-made symmetry which can provide an ideal setting at all times of the year.

The buildings, about twenty in number, are chiefly of brick and stone construction. They are modern, commodious, and well equipped. Among them is a new science building which has extended the facilities of the college.

**The New Men's Dormitory**, which stands on the site of the original Mansfield Classical Seminary, is a new and completely modern building housing the men, the office and the living quarters of the Dean of Men, and recreation and music-practice rooms.

**North Hall** is a combined women's dormitory and administrative building. It contains living accommodations for women students; the offices of the president, the deans, and the business staff; the college dining rooms; the kitchens and the bakery; reception and conference rooms; the campus book and supply store; the college library; and the various assembly, recreation, and music-practice rooms for women.

**The Infirmary Building**, a student health center conveniently set apart from the dormitories, contains the offices of the college physician and the college nurse and rooms for the treatment of injury and illness. Here also are isolation quarters for the care of any persons ill with contagious diseases who cannot be removed safely to their homes. A State Hospital is located in Blossburg, ten miles from Mansfield, where by special arrangement with the college serious medical or surgical cases receive immediate attention at low cost.

**Alumni Hall**, with its traditional Clock Tower, is a temporary dormitory for men. One of the oldest structures on the campus, the building is distinguished for its historical interests and significance.

**The Arts Building** is a completely modern structure containing the latest equipment in the specialized fields of home economics and music education. Included here are classrooms, laboratories, rehearsal rooms, conference rooms, administrative quarters, and various special facilities. Under the same roof a living unit provides a model "home situation" in which groups of home economics students, with a resident instructor, live and work together as part of the course in home management.

**A New Science Building** has been erected to afford space for chemical, physical, and biological laboratories. Commodious lecture rooms, and stock and supply rooms, together with offices for the scince instructors, are housed in the new building.

**The College Library** is housed temporarily in North Hall and offers the advantages of any up-to-date library. It subscribes to over 230 magazines and 23 newspapers and contains more than 32,000 volumes. Its reference books and periodical indices supply adequate means for study and research. It maintains a large pamphlet file and picture

collection. Recreational reading is provided for by a rental collection of current best-sellers. A trained librarian is on duty at all times to assist students in locating material. Libraries in the elementary and junior high school building supply juvenile books for the use of children and teachers in those schools.

**The Education Center,** once known as the Model School, now houses the departments of Education, Psychology, Speech, English, Mathematics and Social Studies as well as the offices of the instructors.

**The Elementary School Building** provides a laboratory situation for prospective teachers of rural and elementary schools, grades one to six inclusive. In this modern structure are to be found a full complement of well-equipped classrooms with observation booths, a beautiful library room; special music, fine arts, and industrial quarters; a large gymnasium-auditorium; departmental offices; and clinical facilities.

**The Junior High School Building** has a similar plant for prospective teachers of grades seven, eight, and nine. Here, too are classrooms, laboratories, a library, a mechanical shop, a printing shop, a gymnasium, and departmental offices. The Mansfield Senior High School cooperates with the College in furnishing further opportunities for student observation and teaching.

**Straughn Hall,** the college auditorium, is a fine modern building with a seating capacity of 1,250. This artistic auditorium contains a three-manual Austin organ, sound motion picture apparatus, and stage and lighting facilities adequate for dramatic productions.

**The Gymnasium Building** furnishes excellent facilities in the field of physical education. Here provisions have been made for a large double playing floor, with ample room for men's and women's sports to be carried on simultaneously. Locker and shower rooms, offices for the director of the department, and other facilities which contribute to a full physical education and athletic program also are provided.

**The Swimming Pool,** occupying a building of its own, makes possible the enjoyment of one of the most popular and beneficial of all sports the year around.

**The Student Center,** formerly the old gymnasium building, is a newly-created recreational and social center. Here may be found a large room suitable for informal dances, parties, and games. It is here that registration activities are conducted at the beginning of each semester and summer season.

**The President's Home** is an imposing residence which harmonizes admirably with the buildings of the College proper and contributes much to the beauty and dignity of the campus as a whole.

**Smythe Park** is a tree-lined inclosure of thirty acres apart from the campus, where the out-door athletic contests of the College are held.

**The New Heating Plant and Maintenance Building** are located across Route 6 from the Education Center and the Elementary Building.

## REQUIREMENTS FOR ADMISSION

### SUMMARY OF GENERAL REQUIREMENTS FOR ADMISSION TO PENNSYLVANIA STATE TEACHERS COLLEGES

**1. General Scholarship,** as evidenced by graduation from an approved four-year secondary school or institution of equivalent grade, as determined by the Credentials Division of the Department of Public Instruction.

**2. A ranking in the upper half of the class at graduation.** Candidates for admission who lack this second requirement will be required to present further evidence of fitness for admission, as prescribed in the special requirements for admission.

**3. Integrity and appropriate personality,** as indicated in an estimate by secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance, and sympathy.

**4. Health, physical vigor, emotional stability, and absence of physical defects or predispositions toward ill health,** in their relationship to the demands customarily made on a teacher, as determined by a medical examination at the college. Specific standards are set up in the special requirements for admission.

**5. Normal intelligence and satisfactory command of English,** as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

**6. A personal interview,** with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

## SPECIAL REQUIREMENTS FOR ADMISSION TO MANSFIELD STATE TEACHERS COLLEGE

1. **Graduation from an approved four-year secondary school.**
2. **Secondary school record and statement of ranking in class.**
3. **Character rating.**
4. **Personal record.**
5. **Medical and physical record.**
6. **Personal interview.**
7. **Aptitude test.***

The necessary admission forms will be furnished by the College on request.

*The aptitude test is required only of those applicants who are rated in the lower half of their secondary school class. Students will be notified when the test is to be given.

## SPECIAL REQUIREMENTS FOR ADMISSION TO THE HOME ECONOMICS EDUCATION CURRICULUM

1. Completion of standard secondary school courses in Chemistry and Physics. A student who has not had this work may make up this deficiency on the campus.

## SPECIAL REQUIREMENTS FOR ADMISSION TO THE MUSIC EDUCATION CURRICULUM

1. Musical aptitude
   a. The possession of an acceptable singing voice.
   b. Evidence of average or above-average musical talent as indicated by
      1) A good sense of pitch.
      2) Rhythmic responsiveness.
      3) Adequate melodic and rhythmic memory.
2. Musical accomplishment
   a. The ability to sing at sight, with a reasonable degree of accuracy or intonation and rhythm, a melody of the degree of difficulty of a simple folk song or hymn tune.
   b. The ability to sing the alto, tenor, or bass part of a song of the difficulty of "America."
   c. Sufficient technical skill on one or more legitimate musical instruments to serve as a basis for the development of a first-hand acquaintance with standard works of musical literature.
   d. Ability to play piano music of the degree of difficulty of the first book of a standard graded course of piano instruction, including equal facility in reading from the treble and bass

clefs. Students whose pianistic technic is sufficiently advanced may present this qualification to meet the requirements of "c" above.

e. A working knowledge of the fundamentals of music theory such as scales, key-signatures, and the symbols of music notation.

Demonstration of the above-named capacities and accomplishments will take the form of group tests and individual auditions conducted at the time of the personal interview.

Applicants who are deficient in any of the above named areas of musical accomplishments may be accepted if they give evidence of superior qualifications in other areas. Such deficiencies will be noted in their letters of acceptance and must be removed by the end of the first year through evidence of satisfactory application and progress in the field of deficiency.

Academic regulations in force in the College require that students maintain certain academic standards from semester to semester. Minimum requirements for student teaching assignments are an overall average of C and a similar average in the courses of the major field. Music students whose basic technics in sight-singing and piano are deficient may be refused teaching assignments until they have improved these technics to meet minimum requirements.

## ADVANCED STANDING

1. Transfer students meet the same requirements as other applicants, and will not be accepted without certificates of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited college institutions provided that the grade is one grade above the lowest passing grade.

3. Students who apply for advanced standing must arrange to have their transcripts sent to the registrar in advance of their entrance so that the transcripts can be evaluated before registration day.

4. No student may be graduated and receige a degree without a minimum residence of one year.

5. Degree candidates desiring to pursue any part of their approved program of studies for the degree at another institution will be required to secure, in advance, approval from the Dean of Instruction.

6. All degree candidates must file applications with the Registrar at the beginning of the semester in which the degree is expected to be obtained.

## THE INSTRUCTIONAL PROGRAM

**1. The Four-Year Elementary Education Curriculum** provides four years of pre-service preparation in Elementary Education and leads to the degree of Bachelor of Science in Education. Students desiring to qualify for this degree are required to complete satisfactorily the basic four-year Elementary Education curriculum and twelve semester hours of electives selected from such courses as Child Adjustment, Mental Hygiene, Diagnostic and Remedial Reading, Early Childhood Education, and other approved courses in academic fields and special curricula.

**2. The Four-Year Secondary Education Curriculum** provides four years of pre-service preparation in Secondary Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in Junior and Senior High Schools those subjects in which he has specialized, including grades seven and eight when organized on a secondary basis in a 6-3-3 school.

**3. The Four-Year Home Economics Education Curriculum** provides four years of pre-service preparation in th especialized field of Home Economics Education and carries with it the degree of Bachelor of Science in Home Economics Education, entitling the holder to teach and supervise vocational home economics, and generally a secondary subject.

**4. The Four-Year Music Education Curriculum** affords four years of pre-service preparation in the specialized field of Music Education and leads to the degree of Bachelor of Science in Music Education, entitling the holder to teach and supervise music in the public schools and occasionally a secondary subject.

**5. The Degree Curriculum for Dental Hygienists** leads to the degree of Bachelor of Science in Education, entitling the holder to practice dental hygiene in the public schools. Requirements for this program will be found on Page 36 in the catalog.

**6. The Degree Curriculum for Public School Nurses** leads to the degree of Bachelor of Science in Education, entitling the holder to practice nursing in the public schools. Requirements for this program will be found on Page 37 in the catalog.

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On request, special bulletins describing each department will be sent by the college to persons interested.

# ELEMENTARY EDUCATION CURRICULUM

## B.S. IN EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

### First Semester

| | C.H. | S.H. |
|---|---|---|
| Communications I | 5 | 5 |
| Professional Orientation | 3 | 3 |
| Basic Biology | 4 | 3 |
| Health | 2 | 2 |
| World Geography | 3 | 3 |
| | 17 | 16 |

### Second Semester

| | | |
|---|---|---|
| Communications II | 5 | 5 |
| **Introduction to Art | 3 | 2 |
| **Introduction to Music | 3 | 2 |
| Basic Physical Science | 4 | 3 |
| *Physical Education I | 2 | 1 |
| Geography of U.S. & Pa. | 3 | 3 |
| | 20 | 16 |

### Third Semester

| | | |
|---|---|---|
| World Culture I | 5 | 5 |
| Music for Elementary Grades | 2 | 2 |
| *Physical Education II | 2 | 1 |
| Science for Elementary Grades | 2 | 2 |
| Art for Elementary Grades | 2 | 2 |
| Electives | 3 | 3 |
| | 17 | 16 |

### Fourth Semester

| | | |
|---|---|---|
| World Culture II | 5 | 5 |
| Audio-Visual Education | 3 | 2 |
| Teaching Music in Elementary Grades | 4 | 3 |
| Teaching Art in Elementary Grades | 4 | 3 |
| *Physical Education III | 2 | 1 |
| Electives | 2 | 2 |
| | 20 | 16 |

### Fifth Semester

| | C.H. | S.H. |
|---|---|---|
| History of U. S. and Penna. I | 3 | 3 |
| Language Arts in Elementary Grades | 9 | 9 |
| General Psychology | 3 | 3 |
| Teaching of Health | 3 | 2 |
| | 18 | 17 |

### Sixth Semester

| | | |
|---|---|---|
| History of the U. S. and Penna. II | 3 | 3 |
| Child Development | 3 | 3 |
| Social Living in Elementary Grades | 9 | 9 |
| Educational Psychology and Evaluative Techniques | 3 | 3 |
| | 18 | 18 |

### Seventh Semester

| | | |
|---|---|---|
| American Citizenship | 6 | 6 |
| Electives | 9 | 9 |
| | 15 | 15 |

### Eighth Semester

| | | |
|---|---|---|
| Student Teaching and Direction of Student Activities | 30 | 12 |
| Professional Practicum including School Law | 2 | 2 |
| | 32 | 14 |

*Physical Education I, II, III, may be individual or group activity.

**All or any part of these courses may be scheduled as a part of the unit in World Culture.

**Total — 128 Semester Hours**

# SPECIALIZATION AND ELECTIVES
# IN
# THE ELEMENTARY EDUCATION CURRICULUM

Provisional College Certificates issued on the basis of the four year Elementary Curriculum are valid for kindergarten and Grades One to Six inclusive and for Grades Seven and Eight if not in an approved junior high school or a junior-senior high school.

Students may specialize in Early Childhood, in Intermediate grade, or in upper grade teaching by selecting appropriate electives.

REQUIRED

Courses listed in the elementary curriculum outline.

| ELECTIVES | C.H. | S.H. |
|---|---|---|
| Arts and Crafts | 3 | 3 |
| Child Adjustment | 3 | 3 |
| Child Psychology | 3 | 3 |
| Creative Activities in the Elementary School | 3 | 3 |
| Creative Art | 3 | 3 |
| Creative Design | 3 | 3 |
| Diagnostic and Remedial Reading | 3 | 3 |
| Harmony I | 3 | 3 |
| Harmony II | 3 | 3 |
| History and Appreciation of Music | 3 | 3 |
| Pre-School Education | 3 | 3 |
| Problems in Elementary Art | 3 | 3 |
| School and Community | 3 | 3 |
| Speech Development and Improvement | 3 | 3 |
| Speech Problems | 3 | 3 |
| Teaching the Exceptional Child | 3 | 3 |

Students may also elect courses in academic fields and special curriculums offered at the collge.

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a course. A student shall be given credit for a course in which he registers and which he demonstrates competence by this qualifying examination.

# SECONDARY EDUCATION CURRICULUM

## B.S. IN EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

### First Semester

| | C.H. | S.H. |
|---|---|---|
| Communications I | 5 | 5 |
| Basic Biology | 4 | 3 |
| Health | 2 | 2 |
| World Geography | 3 | 3 |
| Electives | 2 | 2 |
| | 16 | 15 |

### Second Semester

| | | |
|---|---|---|
| Communications II | 5 | 5 |
| Basic Physical Science | 4 | 3 |
| *Physical Education I | 2 | 1 |
| Professional Orientation | 3 | 3 |
| Fundamentals of Mathematics | 3 | 3 |
| Electives | 2 | 2 |
| | 19 | 17 |

### Third Semester

| | | |
|---|---|---|
| World Culture I | 5 | 5 |
| **Introduction to Art | 3 | 2 |
| *Physical Education II | 2 | 1 |
| Science in Modern Civilization | 3 | 3 |
| Electives | 6 | 6 |
| | 19 | 17 |

### Fourth Semester

| | | |
|---|---|---|
| World Culture II | 5 | 5 |
| **Introduction to Music | 3 | 2 |
| *Physical Education III | 2 | 1 |
| Electives | 9 | 9 |
| | 19 | 17 |

### Fifth Semester

| | C.H. | S.H. |
|---|---|---|
| History of the U. S. and Penna. I | 3 | 3 |
| General Psychology | 3 | 3 |
| Audio-Visual Education | 3 | 2 |
| Electives | 8 | 8 |
| | 17 | 16 |

### Sixth Semester

| | | |
|---|---|---|
| History of the U. S. and Penna. II | 3 | 3 |
| Poblems of Secondary Education, including Guidance | 3 | 3 |
| Educational Psychology and Evaluative Techniques | 3 | 3 |
| Electives | 7 | 7 |
| | 16 | 16 |

### Seventh Semester

| | | |
|---|---|---|
| Electives | 10 | 10 |
| American Citizenship | 6 | 6 |
| | 16 | 16 |

### Eighth Semester

| | | |
|---|---|---|
| Student Teaching and Direction of Student Activities | 30 | 12 |
| Professional Practicum, including School Law | 2 | 2 |
| | 32 | 14 |

*Physical Education I, II, III, may be individual or group activity.

**All or part of these courses may be scheduled as part of the unit in World Culture.

**Total — 128 Semester Hours**

# SPECIALIZATION AND ELECTIVES IN THE SECONDARY EDUCATION CURRICULUM

Graduation requirements for this curriculum include specialization in not less than two teaching fields.

**1. First Field**

The minimum number of semester hours required for a first field of specialization is:

| | |
|---|---|
| General field of Science | 38 |
| English | 35 |
| Social Studies | 30 |
| Social Science | 30 |
| History | 30 |
| Biological Science | 30 |
| Physical Science | 30 |
| Chemistry | 24 |
| Physics | 24 |
| Geography | 24 |
| Mathematics | 24 |
| French | 24 |
| German | 24 |
| Spanish | 24 |
| Latin | 24 |

**2. Second Field**

The second field requires not fewer semester hours than the minimum necessary for certification.

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a course. A student shall be given credit for a course in which he registers and in which he demonstrates competence by this qualifying examination.

## SELECTION OF CURRICULUM

Curriculum and areas of specialization should be selected with care and with the advice of college authorities. Many students will undertake graduate study after completing the undergraduate preparation for teaching. Since requirements for admission to graduate schools vary widely, not only with different schools, but with the fields of study within a given school, undergraduates are advised to explore during the junior and senior years the opportunities and requirements for graduate study in their chosen fields to enable them to meet the special requirements wherever possible.

# AREAS OF SPECIALIZATION IN THE SECONDARY EDUCATION CURRICULUM

## MATHEMATICS

(First field 24 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in mathematics will not be required to take Fundamentals of Mathematics.

| REQUIRED | C.H. | S.H. |
|---|---|---|
| College Algebra | 3 | 3 |
| Trigonometry | 3 | 3 |
| Analytic Geometry | 3 | 3 |
| Calculus I (Differential) | 3 | 3 |
| Calculus II (Integral) | 3 | 3 |
| Teaching Mathematics in Secondary Schools | 3 | 3 |
| ELECTIVES | | |
| Advanced College Algebra | 3 | 3 |
| Synthetic Geometry | 3 | 3 |
| Spherical Trigonometry & Navigation | 3 | 3 |
| Statistics | 3 | 3 |
| History of Mathematics | 3 | 3 |
| College Geometry | 3 | 3 |
| Field Work in Mathematics | 3 | 3 |
| Calculus III | 3 | 3 |
| Mathematics of Finance | 3 | 3 |

## BIOLOGICAL SCIENCE

(First field 30 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Biological Science will not be required to take Basic Biology.

| REQUIRED | C.H. | S.H |
|---|---|---|
| Botany I | 6 | 4 |
| Botany II | 6 | 4 |
| Zoology I | 6 | 4 |
| Zoology II | 6 | 4 |
| Teaching Science in Secondary Schools | 3 | 3 |
| ELECTIVES (At least one course to be selected from each group below) | | |
| Group 1. Field Courses | | |
| Field Botany | 5 | 3 |
| Ornithology | 5 | 3 |
| Entomology | 5 | 3 |
| Ecology | 5 | 3 |
| Field Zoology | 5 | 3 |
| Group 2. Laboratory Courses | | |
| Vertebrate Anatomy | 5 | 3 |
| Physiology | 5 | 3 |

| | | |
|---|---|---|
| Microbiology | 5 | 3 |
| Parasitology | 5 | 3 |
| Genetics | 5 | 3 |

## CHEMISTRY

(First field 24 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Chemistry will not be required to take Basic Physical Science.

| REQUIRED | C.H. | S.H. |
|---|---|---|
| Inorganic Chemistry I | 6 | 4 |
| Inorganic Chemistry II | 6 | 4 |
| Qualitative Analysis | 7 | 3 |
| Quantitative Analysis | 7 | 3 |
| Physics I | 6 | 4 |
| Physics II | 6 | 4 |
| Teaching Science in Secondary Schools | 3 | 3 |
| ELECTIVES | | |
| Organic Chemistry I | 6 | 4 |
| Organic Chemistry II | 5 | 3 |
| Biological Chemistry | 6 | 3 |
| Physical Chemistry | 5 | 3 |
| Collodial Chemistry | 6 | 3 |
| Industrial Chemistry | 5 | 3 |
| Chemistry of Foods and Nutrition | 6 | 3 |
| Water Analysis | 4 | 2 |

(In the second field, the 8 sem. hrs. of Physics are not required)

## PHYSICAL SCIENCE

(First field 30 S.H.; Second field 25 S.H.)

Students demonstrating competence to specialize in Physical Science will not be required to take Basic Physical Science.

| REQUIRED | C.H. | S.H. |
|---|---|---|
| Chemistry I | 6 | 4 |
| Chemistry II | 6 | 4 |
| Physics I | 6 | 4 |
| Physics II | 6 | 4 |
| Teaching Science in Secondary Schools | 3 | 3 |

ELECTIVES

To be selected from Chemistry, Earth Science or Physics.

(To satisfy requirements for a second field, an additional 3 sem. hr. course in Chemistry and a 3 sem. hr. course in Physics must be taken.)

## GENERAL FIELD OF SCIENCE

(First field only, 38 S.H.)

Students demonstrating competence to specialize in the General Field of Science will not be required to take Basic Biology or Basic Physical Science.

| REQUIRED | C.H. | S.H. |
|---|---|---|
| Botany I | 6 | 4 |
| Botany II | 6 | 4 |
| Zoology I | 6 | 4 |
| Zoology II | 6 | 4 |
| Chemistry I | 6 | 4 |
| Chemistry II | 6 | 4 |
| Earth Science | 3 | 3 |
| Physics I | 6 | 4 |
| Physics II | 6 | 4 |
| Teaching Science in Secondary Schools | 3 | 3 |

### PHYSICS

(First field 24 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Physics will not be required to take Basic Physical Science.

College Algebra and Trigonometry are prerequisites for specializing in Physics as a first field.

| REQUIRED | C.H. | S.H. |
|---|---|---|
| Physics I | 6 | 4 |
| Physics II | 6 | 4 |
| Inorganic Chemistry I | 6 | 4 |
| Inorganic Chemistry II | 6 | 4 |
| Teaching Science in Secondary Schools | 3 | 3 |
| ELECTIVES | | |
| Magnetism and Electricity | 6 | 4 |
| Mechanics | 6 | 4 |
| Heat | 6 | 4 |
| Optics | 5 | 3 |
| Sound | 5 | 3 |
| Physical Measurements | Variable | |

(In the second field, the 8 sem. hrs. of Chemistry are not required.)

## ENGLISH

(First field 35 S.H.; Second field 18 S.H.)

| REQUIRED | C.H. | S.H. |
|---|---|---|
| Communications I (5-5) or English I | 4 | 3 |
| and Speech 1 (2-2) Communications II (5-5) or English II | 4 | 3 |
| and Speech II (2-2) *World Culture I (5-5) or Literature I | 2 | 2 |
| and History of Civilization I (3-3) *World Culture II (5-5) or Literature II | 2 | 2 |
| and History of Civilization II (3-3) Recent Trends in Teaching English | 3 | 3 |

RESTRICTED ELECTIVES

(At least one course must be selected from each of Groups 1, 2, 3 and 4 in the first field.)

| | | |
|---|---|---|
| Group 1. Survey Courses: | | |
| American Literature | 3 | 3 |
| English Literature | 3 | 3 |
| American Poetry | 3 | 3 |
| American Prose | 3 | 3 |
| Children's Literature & Story Telling | 3 | 3 |
| Group 2. Period Courses: | | |
| Pre-Shakespearean Literature | 3 | 3 |
| Shakespeare | 3 | 3 |
| Eighteenth Century Literature | 3 | 3 |
| The Romantic Movement | 3 | 3 |
| Victorian Literature | 3 | 3 |
| Group 3. Literary Form Courses: | | |
| Criticism | 3 | 3 |
| Modern Drama | 3 | 3 |
| The Novel to 1870 | 3 | 3 |
| Contemporary Novel | 3 | 3 |
| Essay | 3 | 3 |
| Contemporary Poetry | 3 | 3 |
| Short Story | 3 | 3 |
| Literature of Biography | 3 | 3 |

Group 4. Composition

| | | |
|---|---|---|
| Creative Writing | 3 | 3 |
| Journalism | 3 | 3 |
| Advanced Composition | 3 | 3 |
| English Philology & Grammar | 3 | 3 |

*World Culture I and II are composite courses. Each course will carry 2 S.H. toward certification in English.

(Speech I and Speech II will not count toward certification in an English field.)

## FRENCH

(First field 24 S.H.; Second field 18 S.H.)

| REQUIRED | C.H. | S.H. |
|---|---|---|
| French I | 3 | 3 |
| French II | 3 | 3 |
| French III | 3 | 3 |
| French IV | 3 | 3 |
| ELECTIVES | | |
| French V—Survey of Literature | 3 | 3 |
| French VI—Survey of Literature | 3 | 3 |
| French VII—Advanced Language & Techniques | 3 | 3 |
| French VIII—French Classical Drama | 3 | 3 |
| French IX—French Literature of the 19th Century | 3 | 3 |
| French X—Development of the French Novel | 3 | 3 |

## GERMAN

REQUIRED

(First field 24 S.H.; Second field 18 S.H.)

| | | |
|---|---|---|
| German I | 3 | 3 |
| German II | 3 | 3 |
| German III | 3 | 3 |
| German IV | 3 | 3 |
| ELECTIVES | | |
| German V and VI—Survey of German Literature | 6 | 6 |
| German VII—Intensive Grammar and Teaching Techniques | 3 | 3 |
| German VIII—Advanced Conversation and Composition | 3 | 3 |
| German IX—Special Projects | 3 | 3 |
| German X—The Drama in German Literature | 3 | 3 |
| German XI—Lyric Poetry in German Literature | 3 | 3 |

## LATIN

(First field 24 S.H.; Second field 18 S.H.)

| REQUIRED | C.H. | S.H. |
|---|---|---|
| Latin I—Ovid and Virgil | 3 | 3 |
| Latin II—Livy | 3 | 3 |
| Latin III—Cicero and Tacitus Selections | 3 | 3 |
| Latin IV—Horace | 3 | 3 |
| Latin V—Plautus and Terence | 3 | 3 |
| Latin VI—Roman Civilization | 3 | 3 |

**Note:** To specialize in Latin, students must present not less than two years of secondary school Latin and demonstrate competence to specialize in this field.

## SPANISH

(First field 24 S.H.; Second field 18 S.H.)

| REQUIRED | C.H. | S.H. |
|---|---|---|
| Elementary Spanish I and II | 6 | 6 |
| Intermediate Spanish I and II | 6 | 6 |
| Introduction to Spanish Literature | 3 | 3 |
| Spanish Conversation | 3 | 3 |
| ELECTIVES | | |
| Advanced Spanish Conversation | 3 | 3 |
| Commercial Spanish | 4 | 4 |
| Spanish-American Literature | 6 | 6 |
| Contemporary Spanish Drama | 6 | 6 |

## GEOGRAPHY

(First field 24 S.H.; Second field 18 S.H.)

| REQUIRED | C.H. | S.H. |
|---|---|---|
| World Geography | 3 | 3 |
| Teaching Geography in Secondary Schools | 3 | 3 |
| RESTRICTED ELECTIVES | | |
| (At least one course must be chosen from each group in the first field) | | |
| Group 1. Earth Studies: | | |
| Climatology | 3 | 3 |
| Geology | 3 | 3 |
| Meteorology | 3 | 3 |
| Physiography | 3 | 3 |
| Cartography | 3 | 3 |
| Group 2. Economics | | |
| Economic Geography | 3 | 3 |
| Commercial Air Transportation | 3 | 3 |
| Conservation of Natural Resources | 3 | 3 |
| Geographic Influence in American History | 3 | 3 |
| Trade and Transportation | 3 | 3 |

Group 3. Regional Studies

| | | |
|---|---|---|
| Geography of Pennsylvania | 3 | 3 |
| Geography of Asia | 3 | 3 |
| Geography of Africa and Australia | 3 | 3 |
| Geography of Europe | 3 | 3 |
| Geography of the Far East | 3 | 3 |
| Geography of Latin America | 3 | 3 |
| Geography of the U. S. and Canada | 3 | 3 |
| World Problems in Geography | 3 | 3 |
| Field Courses (as approved) | 3 | 3 |

## SOCIAL STUDIES

(First field 30 S.H.; 15 in History, 15 in Social Science)

| REQUIRED | C.H. | S.H. |
|---|---|---|
| *World Culture I (5-5) or History of Civilization I and Literature I (2-2) | 3 | 3 |
| *World Culture II (5-5) or History of Civilziation II and Literature II (2-2) | 3 | 3 |
| History of the U. S. and Penna. I | 3 | 3 |
| History of the U. S. and Penna. II | 3 | 3 |
| American Citizenship or American Government (3-3) and Home and Family Living (3-3) or Introduction to Philosophy (3-3) | 6 | 6 |
| Principles of Sociology | 3 | 3 |
| Principles of Economics | 3 | 3 |
| Teaching of Social Studies in Secondary Schools | 3 | 3 |

ELECTIVES

| | | |
|---|---|---|
| History of Europe to 1815 | 3 | 3 |
| History of Europe Since 1815 | 3 | 3 |
| History of Pennsylvania | 3 | 3 |
| History of England | 3 | 3 |
| 20th Century World | 3 | 3 |
| Diplomatic History of the United States | 3 | 3 |
| International Relations 1919 to Present | 3 | 3 |
| History of Latin America | 3 | 3 |
| Renaissance to Reformation | 3 | 3 |
| History of the Middle East and India | 3 | 3 |
| History of the Far East | 3 | 3 |
| The UN and Its Functions | 3 | 3 |
| Contemporary Social Problems | 3 | 3 |
| Contemporary Economic Problems | 3 | 3 |

| | | |
|---|---|---|
| Municipal Government | 3 | 3 |
| Comparative Government | 3 | 3 |
| Consumer Education | 3 | 3 |
| Industrial Relations | 3 | 3 |

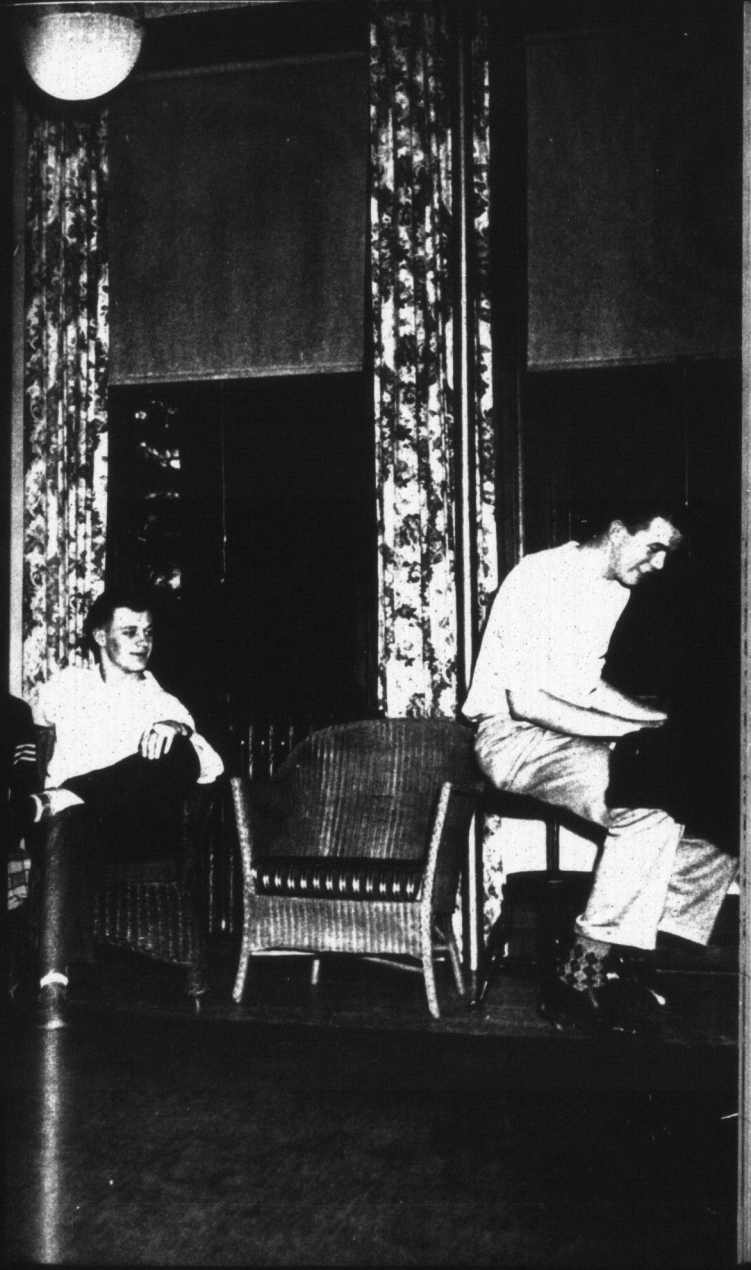
*World Culture I and II are composite courses. Credit in each is 3 S.H. for Certification in Social Studies.

## HISTORY

(First field 30 S.H.; Second field 24 S.H.)

| REQUIRED | C.H. | S.H. |
|---|---|---|
| *World Culture I (5-5) or History of Civilization I and Literature I (2-2) | 3 | 3 |
| *World Culture II (5-5) or History of Civilization II and Literature II (2-2) | 3 | 3 |
| History of the U. S. and Penna. I | 3 | 3 |
| History of the U. S. and Penna. II | 3 | 3 |
| American Citizenship or American Government (3-3) and Home and Family Living (3-3) or Introduction to Philosophy (3-3) | 6 | 6 |
| Teaching of Social Studies in Secondary Schools | 3 | 3 |
| **ELECTIVES** | | |
| History of Europe to 1815 | 3 | 3 |
| History of Europe Since 1815 | 3 | 3 |
| History of Pennsylvania | 3 | 3 |
| History of England | 3 | 3 |
| 20th Century World | 3 | 3 |
| Diplomatic History of the United States | 3 | 3 |
| International Relations 1919 to Present | 3 | 3 |
| History of Latin America | 3 | 3 |
| Renaissance to Reformation | 3 | 3 |
| History of the Middle East and India | 3 | 3 |
| History of the Far East | 3 | 3 |
| The UN and Its Functions | 3 | 3 |
| Principles of Sociology | 3 | 3 |
| Principles of Economics | 3 | 3 |

*World Culture I and II are composite courses. Each course will count 3 S.H. toward certification in History.



## SOCIAL SCIENCE

(First field 30 S.H.; Second field 24 S.H.)

| REQUIRED | C.H. | S.H. |
|---|---|---|
| *World Culture I (5-5) | | |
| or History of Civilization I | 3 | 3 |
| and Literature I (2-2) | | |
| *World Culture II (5-5) | | |
| or History of Civilization II | 3 | 3 |
| and Literature I (2-2) | | |
| History of the U. S. and Penna. I | 3 | 3 |
| History of the U. S. and Penna. II | 3 | 3 |
| American Citizenship | 6 | 6 |
| or American Government (3-3) | | |
| and Home and Family Living (3-3) | | |
| or Introduction to Philosophy (3-3) | | |
| Principles of Sociology | 3 | 3 |
| Principles of Economics | 3 | 3 |
| Teaching of Social Studies in Secondary Schools | 3 | 3 |

ELECTIVES

| | | |
|---|---|---|
| Contemporary Social Problems | 3 | 3 |
| Contemporary Economic Problems | 3 | 3 |
| Consumer Education | 3 | 3 |
| Municipal Government | 3 | 3 |
| Comparative Government | 3 | 3 |
| Industrial Relations | 3 | 3 |
| The UNO and Its Functions | 3 | 3 |

*World Culture I and II are composite courses. Credit in each is 3 S.H. for certification in Social Science.

# HOME ECONOMICS EDUCATION CURRICULUM

## B.S. IN HOME ECONOMICS

Sequence of Courses Subject to Change for Administrative Purposes

### First Semester

| | C.H. | S.H. |
|---|---|---|
| Communications I | 5 | 5 |
| Introduction to Art | 3 | 2 |
| Basic Biology | 4 | 3 |
| Health | 2 | 2 |
| Foods I or Clothing I | 6 | 3 |
| | 20 | 15 |

### Second Semester

| | | |
|---|---|---|
| Communications II | 5 | 5 |
| Basic Physical Science | 4 | 3 |
| Introduction to Music | 3 | 2 |
| *Physical Education I | 2 | 1 |
| Professional Orientation | 3 | 3 |
| Foods I or Clothing I | 6 | 3 |
| | 23 | 17 |

### Third Semester

| | | |
|---|---|---|
| World Culture I | 5 | 5 |
| Principles of Design | 4 | 2 |
| Home Care of the Sick | 3 | 2 |
| Foods II | 6 | 3 |
| Bacteriology | 4 | 3 |
| *Physical Education II | 2 | 1 |
| | 24 | 16 |

### Fourth Semester

| | | |
|---|---|---|
| World Culture II | 5 | 5 |
| Home Furnishings | 4 | 3 |
| Household Care and Equipment | 4 | 2 |
| Inorganic Chemistry | 5 | 3 |
| *Physical Education III | 2 | 1 |
| | 20 | 14 |

*Physical Education I, II, and III may be individual or group activity.

### Fifth Semester

| | C.H. | S.H. |
|---|---|---|
| World Geography | 3 | 3 |
| General Psychology | 3 | 3 |
| Audio-Visual Education | 3 | 2 |
| Nutrition | 5 | 3 |
| School Lunch Management | 9 | 3 |
| Family Relations | 2 | 2 |
| Organic and Biological Chemistry | 5 | 3 |
| | 30 | 19 |

### Sixth Semester

| | | |
|---|---|---|
| History of the U. S. and Penna. | 3 | 3 |
| Educational Psychology & Evaluative Techniques | 3 | 3 |
| Clothing for the Individ. | 3 | 2 |
| Clothing II | 6 | 2 |
| Textile & Clothing Econ. | 4 | 2 |
| Electives | 3 | 3 |
| | 22 | 15 |

### Seventh Semester

| | | |
|---|---|---|
| American Government | 3 | 3 |
| Student Teaching & Direction of Student Activ. | 15 | 6 |
| Child Development & Nursery School Child. | 6 | 4 |
| Consumer Economics | 2 | 2 |
| Clothing III | 6 | 2 |
| | 32 | 17 |

### Eighth Semester

| | | |
|---|---|---|
| Student Teaching & Direction of Student Activ. | 15 | 6 |
| Professional Practicum includ. School Law | 2 | 2 |
| Housing | 2 | 2 |
| Home Management | 9 | 3 |
| Family Finance | 2 | 2 |
| | 30 | 15 |

**Total—128 Semester Hours**

# MUSIC EDUCATION CURRICULUM

## B.S. IN MUSIC EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

### First Semester

| | C.H. | S.H. |
|---|---|---|
| Communications I | 5 | 5 |
| Basic Biology | 4 | 3 |
| World Geography | 3 | 3 |
| Health | 2 | 2 |
| Solfeggio I | 3 | 2 |
| *Applied Music | 6 | 2 |
| | 23 | 17 |

### Second Semester

| | | |
|---|---|---|
| Communications II | 5 | 5 |
| Basic Physical Science (Acoustics) | 4 | 3 |
| Introduction to Art | 3 | 2 |
| Physical Education I (Eurythmics I) | 2 | 1 |
| Professional Orientation | 3 | 3 |
| Solfeggio II | 3 | 2 |
| *Applied Music | 6 | 2 |
| | 26 | 18 |

### Third Semester

| | | |
|---|---|---|
| World Culture I | 5 | 5 |
| Physical Education II (Eurythmics II) | 2 | 1 |
| Solfeggio III | 3 | 2 |
| Theory of Music I | 5 | 4 |
| *Applied Music | 9 | 3 |
| Conducting I (Choral) | 3 | 1 |
| Survey of Music Lit. | 2 | 1 |
| | 29 | 17 |

### Fourth Semester

| | | |
|---|---|---|
| World Culture II | 5 | 5 |
| Physical Education III | 2 | 1 |
| Audio-Visual Education | 3 | 2 |
| Theory of Music II | 5 | 4 |
| *Applied Music | 9 | 3 |
| Conducting II (Instrumental) | 3 | 1 |
| | 27 | 16 |

### Fifth Semester

| | C.H. | S.H. |
|---|---|---|
| History of the U. S. and Penna. I | 3 | 3 |
| General Psychology | 3 | 3 |
| Theory of Music III | 3 | 3 |
| History of Music I | 3 | 3 |
| Methods I (Elementary) | 4 | 3 |
| *Applied Music | 9 | 3 |
| | 25 | 18 |

### Sixth Semester

| | | |
|---|---|---|
| Educat. Psychology and Evaluative Techniques | 3 | 3 |
| Theory of Music IV | 3 | 3 |
| History of Music II | 3 | 3 |
| Methods II(High School) | 3 | 2 |
| *Applied Music | 9 | 3 |
| | 21 | 14 |

### Seventh Semester

| | | |
|---|---|---|
| American Citizenship | 6 | 6 |
| Methods III (Instrumental) | 3 | 2 |
| Orchestration | 3 | 2 |
| *Applied Music | 3 | 1 |
| Music Elective (Counterpoint, Advanced Harmony, Composition, American Music or Class Piano Methods) | 3 | 3 |
| | 18 | 14 |

### Eighth Semester

| | | |
|---|---|---|
| Student Teaching & Direction of Student Activities | 30 | 12 |
| Professional Practicum including School Law | 2 | 2 |
| | 32 | 14 |

*See course description for a specific outline of requirements and electives.

**Total—128 Semester Hours**

## DEGREE CURRICULUM FOR DENTAL HYGIENISTS

The Mansfield State Teachers College confers the degree of Bachelor of Science in Education upon Dental Hygienists meeting the following requirements:

1. (a) The satisfactory completion of an accredited two year curriculum for the preparation of Dental Hygienists.
   (b) This program is approved and licensed by the State Dental Council and Examining Board.

2. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

| | | |
|---|---|---|
| A. Education | | 11 |
| (1) Professional Orientation | 3 | |
| (2) General Psychology | 3 | |
| (3) Educational Psychology and Evaluation Techniques | 3 | |
| (4) Audio-Visual Education | 2 | |
| B. General Education | | 41 |
| (1) Communication I and II | 10 | |
| (2) Fine Arts | 4 | |
| a. Introduction to Art | 2 | |
| b. Introduction to Music | 2 | |
| (3) Geography | 6 | |
| a. World Geography | 3 | |
| b. Geography of U. S. & Canada | 3 | |
| (4) World Culture I and II | 10 | |
| (5) Social Studies | 11 | |
| a. American Government | 3 | |
| b. Economics | 3 | |
| c. History of U. S. & Penna. | 3 | |
| d. Sociology | 2 | |
| C. Electives | | 12 |
| Total | | 64 |

In each category above, credit will be given for equivalent courses pursued in the two year Dental Hygiene curriculum. In such cases students must increase their electives by the number of semester hours so credited.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college in which the student is enrolled.

## DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

The degree of Bachelor of Science in Education will be conferred upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.

2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

**A. Courses Related to Public Nursing**

| | Semester Hours |
|---|---|
| Public School Nursing | 2 |
| Public School Organization | 2 |
| Public Health Nursing | 6 |
| Nutrition and Community Health | 2 |
| Family Case Work | 3 |
| TOTAL | 15 |

**B. General and Professional Education**

| | |
|---|---|
| History of the United States and Pennsylvania | 3 |
| Communications | 5 |
| World Culture | 5 |
| American Government | 3 |
| Professional Orientation to Education | 3 |
| Educational Psychology | 3 |
| Audio-Visual Education | 2 |
| TOTAL | 24 |

**C. Electives**

| | |
|---|---|
| | 6 |
| GRAND TOTAL | 45 |

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college.

# COURSES OF INSTRUCTION

## GENERAL EDUCATION

(All required and elective courses available to students following the Elementary Education and Secondary Education curricula, and certain required and all elective courses, common to the aforementioned curricula, are available to those following the Home Economics curricula.)

### ART

**Introduction to Art** deals with art as a vital part of contemporary living. Art of other ages will be given some consideration as a basis for interpreting the present. Students will be encouraged to experiment with materials in order to understand the creative process. Through a variety of experiences an attempt will be made to help students develop an awareness of and a sensitiveness to all forms of art. **Two Semester Hours.**

**Art for the Elementary Grades** provides opportunity for students to develop powers of self-expression; to have experiences in the use of the fundamental elements and principles of art structure as they relate to two-dimensional expression, e.g. in the use of chalk, crayon, paint, etc.; to discover the relationship between his creative experiences and the art program for the elementary school; to provide the basis for an understanding and evaluation of children's work. **Two Semester Hours.**

### BIOLOGICAL SCIENCES

**Botany I** studies flowering plants. It considers the anatomy and life processes of plant cells, leaves, stems, roots, seeds and fruit. It stresses the economic importance of certain species and the recognition and classification of many seed plants in the college area. **Four Semester Hours.**

**Botany II** studies non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns and their allies. It emphasizes the economic importance and health implication of certain species of these groups and stresses the recognition and classification of many non-flowering plants in the college area. **Four Semester Hours.**

**Zoology I** is a study of the origin, development, anatomy, physiology, life history and habits of each phylum of the invertebrates. Attention is given to those invertebrates of economic importance to Man. It acquaints students with many invertebrate species in the college area. **Four Semester Hours.**

**Zoology II** is a study of the chordates, especially the various classes of vertebrates. Stress is placed upon the anatomy, physiology, origin and development of each class. Special attention is given to the vertebrates in the college area. **Four Semester Hours.**

**Vertebrate Anatomy** is a course in mammalian anatomy designed for majors in Biology. Although the cat is used for lecture and laboratory work, considerable emphasis is given to comparisons with other vertebrate animals, especially Man. **Three Semester Hours.**

**Physiology** is a course designed to give the student a general background of how animals carry on their bodily processes with special emphasis upon human physiology. Prerequisites: Vertebrate Anatomy and two semesters of General Chemistry. **Three Semester Hours.**

**Microbiology** is a study of microscopic forms of life with emphasis on the disease producing species of Man and his domesticated animals. Prerequisite: two semesters of Biology and two semesters of General Chemistry. **Three Semester Hours.**

**Parasitology** emphasizes the anatomy, physiology, life history, and habits of parasites primarily of Man and his domesticated animals. Special attention is given to parasitic worms and insects found in the college area. **Three Semester Hours.**

**Genetics** studies the facts and theories of inheritance. The works of leading geneticists are reviewed. Special emphasis is placed upon modern methods used for the improvement of plants and animals, with particular attention paid to the problems of human inheritance. **Three Semester Hours.**

**Ornithology** is an introduction to the birds of Pennsylvania with emphasis upon identification of birds in the field. Lectures deal with internal and external adaptations for aerial travel, classification, migration, habitat, plumage changes, nesting habits, and economic relations. **Three Semester Hours.**

**Entomology** is a general study of insects including structure, physiology, classification, economic importance, and relationships. Each student is required to complete a project including a collection and a report on some group of insects. Prerequisite: Zoology I. **Three Semester Hours.**

**Ecology** considers plants and animals in relation to the environments in which they live. Special attention is given to plant and animal communities in Pennsylvania. Individual problems are assigned. Prerequisites: 6 credits in Biology or Geography. **Three Semester Hours.**

**Field Botany** emphasizes the methods useful in the study of plants in their natural surroundings. The use of keys, botanical manuals, and illustrated floras to identify living specimens will constitute a major activity. Among the desirable outcomes should be an acquaintance with non-cultivated plants as sources of emergency or staple foodstuffs, fibres, lumber, pollen and nectar, as well as their invaluable importance to wildlife. **Three Semester Hours.**

**Field Zoology** seeks to develop a familiarity with local fauna, which will enable the student to identify most of the forms he is likely to meet in his teaching. Numerous field trips are taken, and much material is collected and studied. Some attention is given to nature photography and the making and coloring of lantern slides. **Three Semester Hours.**

## CHEMISTRY

**Inorganic Chemistry I** includes a chemical study of the structure and behavior of matter and the modern theory of atomic structure. The gas laws, solutions, ionization, acids, bases, and salts as well as the writing of equations and solving of problems are an integral part of the course. **Four Semester Hours.**

**Inorganic Chemistry II** is a continuation of Chemistry I including the more fundamental concepts of non-metals, reduction and a study of the metals. Prerequisite: Chemistry I. **Four Semester Hours.**

**Organic Chemistry I** is a study of the hydrogen compounds of carbon and the aliphatic series with emphasis on structural relationships and nomenclature as well as on uses and characteristic properties. **Four Semester Hours.**

**Organic Chemistry II** is a continuation of Organic Chemistry I dealing with the amines and proteins and those compounds belonging to the aromatic series. **Three Semester Hours.**

**Biological Chemistry** includes the study of the chemistry of proteins, carbohydrates, fats, minerals, and vitamins with the biological function of each. Digestive and metabolic changes are studied by laboratory tests and animal feeding experiments. Prerequisite: Organic Chemistry. **Three Semester Hours.**

**Physical Chemistry** is an introduction to the fundamental principles of theoretical chemistry with application in the solution of problems and training in the techniques of physical-chemical measurements. Prerequisite: Inorganic Chemistry. **Three Semester Hours.**

**Collodial Chemistry** is a study of substances in the collodial state with particular emphasis on methods of producing sols and gels, stabilizing them or preventing their formation, and interference in chemical procedures. The practical application to various industries, agriculture, medicine, weather, soils, and home and community life will be stressed. Prerequisite: Inorganic Chemistry. **Three Semester Hours.**

**Industrial Chemistry** deals with the application of theories, laws, and calculations of chemistry to industrial processes. An intensive study of at least one major industrial process is made by each student. The class work is supplemented by selected laboratory experiences and numerous trips to neighboring industries. **Three Semester Hours.**

**Water Analysis** is the study and analysis of water for potable qualities for use in industrial applications. The treatment for softening and elimination of industrial contamination is emphasized. **Two Semester Hours.**

**Chemistry of Foods and Nutrition** is the application of food and physiological chemistry to the nutrition of man; dietary studies; food requirements of persons of various ages and environmental conditions; energy metabolism; mineral requirements and utilization; the vitamine, their nature, function and occurrences; and the effect of food on the growth and well-being of Man demonstrated by feeding experiments and laboratory animals. Prerequisite: General Chemistry. **Three Semester Hours.**

## EDUCATION

**Professional Orientation** is an orientation and guidance course designed to acquaint prospective teachers with the opportunities and requirements of their profession, the relationship of the school to society, the organization and administration of the American school system, and the pupil and the educational process. Extensive directed observation of various schools and learning situations will be required. **Three Semester Hours.**

**General Psychology** is a comprehensive study of the origins, motives, and modifications of human behavior with emphasis on the scientific approval in analyzing behavior patterns; the importance of man's biological inheritance, and the significance of social environment in influencing human living. Attention is given to the simpler techniques of psychological experimentation. **Three Semester Hours.**

**Educational Psychology and Evaluative Techniques** is a study of the basic factors in the learning process with emphasis on the application of the principles of psychology to the problems of learning and teaching. An important aspect of the course is the study of actual classroom problems and procedures. **Three Semester Hours.**

**Professional Practicum including School Law** is a seminar type of practicum course offered during the senior year, preferably during the student teaching semester. The historical, philosophical, and legal background of education will be covered with the subject matter integrated. Attention will be given to the history and philosophy of education, professional organization and activities, the legal obligation of teachers and to the problems encountered by the students in their student teaching experiences. Consideration will also be given to the problems of placement and professional growth and development. **Two Semester Hours.**

**Problems of Secondary Education including Guidance** is the basic course in Secondary Education designed to aid the student in dealing with practical problems of secondary teaching. Major problems considered are school organization, administration, curriculum, extra-curricular activities, and home room practices. **Three Semester Hours.**

**Introduction to Philosophy** will be concerned with an historical survey of the contributions of the outstanding philosophies both ancient and modern but always with a concern as to their contributions to the solution of the major issues of modern living. It will attempt to help in the individual's finding his place in the universe, to ascertain his purpose in living and give him help in the solution of the vital moral problems which he faces. **Three Semester Hours.**

**General Safety Education** is a course organized around four major areas: home safety, school safety, industrial safety, and traffic safety. Special emphasis is placed upon the teaching of safety—to make teachers safety conscious. A basic philosophy of safety education is presented. The principles of safety education, psychological as well as educational, are interpreted. Methods in the organization and administration of safety programs are discussed. **Three Semester Hours.**

**Highway Safety Education (Driver Education and Training)** is a course that teaches a standard method of instructing beginning drivers. Instruction is given in the use of various tests such as reaction time, depth perception, and visual acuity. Statistics of the causes of accidents, psychology of the driver, physical fitness, good traffic habits, how the automobile runs, and the pedestrian are discussed. Driver training in actual behind-the-wheel practice in a dual control car is a part of the course. Prerequisite: Pennsylvania Operator's License. **Three Semester Hours.**

**Diagnostic and Remedial Reading** is designed to help the students prevent, diagnose, and correct reading difficulties. Students give standardized and informal tests. They learn to identify difficulties at various stages of child growth. They plan and carry through a program based on child needs. Students learn to select appropriate materials and teaching procedures for the correction of individual reading difficulties. They use the equipment of a modern reading clinic. Emphasis is placed upon the use of preventative and remedial techniques in everyday classroom teaching. This is conducted as a laboratory course. Prerequisite: Teaching of Reading. **Three Semester Hours.**

**Child Development** aims to develop an understanding and appreciation of the maturity patterns of the physical, mental, social, and emotional growth in the period of early childhood. Consideration will be given to local, state, and national agencies concerned with the

welfare and education of early childhood. Opportunities will be provided for experience in learning situations in the family, school, and community environments. **Three Semester Hours.**

**Child Psychology** aims to develop a functional understanding of the maturation and learning of children from birth to adolescence. The training school is used as a laboratory for the purpose of implementing the basic facts and principles relating to childhood growth and motivation. **Three Semester Hours.**

**Creative Activities in the Elementary School** is a course designed to help students work with children in the creative arts. Emphasis is placed upon the child's needs to discover creative interests and upon the development of skills and refinements of taste needed for rich experience in art, music and literature. It attempts to make music, rhythmics, art, crafts, dramatics, and games enrich the entire life of the child. The course should give experience in several of the areas listed in the outline, depending upon student interests and needs. **Three Semester Hours.**

**Pre-School Education** aims to familiarize the student with the physical, mental, emotional, and social development of the child from birth until he is of school age. The value of regular habits of eating, playing, and sleeping are stressed. The language, play, and manipulative experiences which modify the child's behavior are considered in connection with regular assignments at the Campus Nursery School. **Three Semester Hours.**

**School and Community** emphasizes group dynamics and leadership techniques which orient the teacher to her role as a community member. Techniques of surveying community resources, needs, problems, and school-community inter-relationships are studied. Field trips and group activities are a required part of the course. **Three Semester Hours.**

**Speech Problems** is designed to acquaint students with the various types of speech difficulties common to children in the elementary school. Emphasis is placed upon speech rehabilitation. They study the materials, methods, and techniques which the classroom teacher uses in improving the speech of all children as well as giving special attention to the problem of the atypical. They practice with children in the classroom. **Three Semester Hours.**

**Teaching the Exceptional Child** deals with the study of children who need help in order to adjust and succeed to the extent of their capacity. Students are guided in recognizing, understanding and dealing with the additional needs of the superior child and the mentally, physically, or emotionally handicapped child. Emphasis is placed upon the selection, construction and adaptation of learning aids and materials. **Three Semester Hours.**

**Language Arts in the Elementary Grades** is an integrated course designed to prepare teachers to develop the child's abilities in oral and written communication. Children's literature for the elementary school will be explored with a view to acquainting the prospective teacher with appropriate materials. Practice will be given in the selection, appreciation, and interpretation of the subject matter content in terms of children's interest. Audience situations in the Campus Schools should provide an opportunity for practice in story telling. **Nine Semester Hours.**

**Social Living in the Elementary Grades** is a unified course, beginning wit han analysis of democratic society and a short review of the nature of the child to determine teaching aims and objectives. Content will be drawn from the fields of mathematics, science, geography, economics, sociology, and history. Emphasis will be put upon the child's developmental needs for basic concepts and skills in each of these areas and upon place, function, and special contributions of each area in the child's unified learning. Ways of developing meaningful experiences in each area and ways of organizing content into social living units will be stressed. Basic activities will include full use of sensory materials and activities, committee work, and scientific problem solving. **Nine Semester Hours.**

**Student Teaching and Direction of Student Activities** (Elementary) includes student teaching under expert supervision in the Campus Kindergarten and Elementary Schools. Special attention is devoted to management and planning, the integration of curricula, and the responsibility for creating and developing units of work. The emphasis is on the application of education theory. **Twelve Semester Hours.**

**Student Teaching and Direction of Student Activities** (Secondary) is the same as for Elementary except that the student teaching is done in the Campus Junior High School and the Borough Senior High School. **Twelve Semester Hours.**

**Student Teaching and Direction of Student Activities** (Home Economics) provides students an opportunity for teaching and observing in classes representing all phases of Home Economics. At least six weeks is completed in a vocational school of the state under the direction of a local supervisor and the guidance of the service area adviser from the Home Economics Education Department of the College. **Twelve Semester Hours.**

**Student Teaching and Direction of Student Activities** (Music) provides students, with assistance of supervisors, an opportunity to present all the music which is offered in the Campus Laboratory Schools. Through individual weekly conferences and monthly group conferences the students are helped in the solution of their teaching

problems. Students are assigned to as many different age levels as possible. Most of them are able to acquire experience in primary, intermediate, junior and senior high school classes and organizations. **Twelve Semester Hours.**

**Audio-Visual Education** stresses the use of audio-visual aids such as movies, film strips, slides, wire and disc recorders, the opaque projector, and pictures to supplement and enrich the work of the school. Practical experience in the handling of Visual Education equipment and materials is provided. **Two Semester Hours.**

**Teaching of Art in the Elementary Grades** provides art experiences involving the use of a variety of manipulative materials and activities concerned with structural and decorative design. Included are the designing and creation of objects using materials such as clay, paper, cardboard, wood, etc., into functional attractive articles. Here, also, emphasis is put on understanding the art program of the elementary school. **Three Semester Hours.**

**Teaching of Reading in the Elementary Grades** affords the student an opportunity to study the various methods and materials used from early times to the present day; to consider the physical, mental, emotional, and social characteristics of children in learning to read; to modify classroom procedure; to promote library rather than textbook methods of study; and to become acquainted with the literature of the field. **Three Semester Hours.**

**Teaching of Language in the Elementary Grades** aims to give to prospective teachers an understanding of the English needs of children in the elementary grades. It includes the development of techniques in the teaching of reading, literary appreciation, and oral and written composition, and in penmanship. Also, practice is afforded in the analysis of English tests and their administration. **Three Semester Hours.**

**Teaching of Children's Literature in the Elementary Grades** promotes the development of appreciation and discrimination for children's literature through a study of materials in th efield. It is designed to provide the prospective teacher with the techniques incidental to a well-integrated program of creative reading on the elementary level. **Three Semester Hours.**

**Teaching of Arithmetic in the Elementary Grades** aims to familiarize students with modern subject matter and instructional methods, the application of psychological principles of teaching, and present day requirements for efficient citizenship. **Three Semester Hours.**

**Teaching of Science in the Elementary Grades** gives the prospective elementary teacher an acquaintance with the problems of teaching science in the elementary school. The objectives of the elementary science program, the selection and evaluation of textbooks, sources of suitable literature, how to secure materials for instruction, the use of community resources, and the preparation of units and special techniques are studied. **Three Semester Hours.**

**Teaching of Social Studies and Geography in the Elementary Grades** involves an analysis and study of the concepts which underlie American democracy. Included is a study of the civic background a teacher should possess and of the ways in which the school environment can contribute to building up the outline of a course for the various grades. **Three Semester Hours.**

**Teaching of Music in the Elementary Grades** is designed to equip students in the Elementary Curriculum to teach music in the elementary grades. Fundamentals are reviewed, keyboard facility and the child's voice are studied, together with the five-fold music program of kindergarten through Grade Six. Observation with participation is a vital part of the classroom procedure and type lessons are taught by students and constructively evaluated by class and teacher. **Three Semester Hours.**

**Child Adjustment** emphasizes pupil adjustment through application of psychological and psychiatric principles. It presents the background of problem behavior through discussion and study of the influence on personality and mental deviation, physical deficiencies, sex, conflicts, unfavorable home conditions, and other personal and environmental limitations.**Three Semester Hours.**

**Teaching Science in Secondary Schools** aims to give prospective teachers an understanding of the scientific method of problem solving. Included are studies of problems of instruction and methods and materials pertaining to the respective science courses, laboratory facilities and procedures; selection of texts, workbooks and manuals; correction of mathematical deficiencies; and the use of practical application, teaching aids and field trips are emphasized. Instructors of the respective sciences contribute to their fields. **Three Semester Hours.**

**Teaching of the Social Studies in Secondary Schools** is intended to familiarize prospective teachers with the desirable methods which may be used in teaching the social studies. Emphasis is placed on the philosophy, objectives, courses of study, and the organization of subject matter for teaching purposes, curriculum materials, procedures and development. **Three Semester Hours.**

**Teaching of Geography in Secondary Schools** is an intensive study of the modern techniques of teaching geography, geographic materials, and current curricula in geography. Emphasis is placed upon the contributions of geography to the solving of national and world problems; the skills, habits, and attitudes to be gained from geography courses in the junior and senior high schools which aid in the development of world citizenship, the courses suitable for such groups, and the new books available at this level. **Three Semester Hours.**

**Teaching Mathematics in Secondary Schools** is designed to prepare students for some of the problems in teaching mathematics in the secondary school. It emphasizes choice of materials, present day tendencies, changing needs and experience, methods of instruction, textbooks and their use, and clubs and recreation. **Three Semester Hours.**

**Recent Trends in Teaching English** is an introduction to professional requirements, opportunities, and specialized problems of English instruction. Student teaching background is afforded through exploring literature of the field, library projects, planning lessons and observing teaching, and participating in class projects under supervision.**Three Semester Hours.**

**Teaching of Health** is designed to present the meaning, aim, and scope of school health and physical education in the schools. The units cover: Healthful School Living, Health Service, Health Instruction, Elementary Grade Activities in Physical Education, Lesson Planning and Practice Teaching. **Two Semester Hours.**

**Materials and Methods of Teaching Safety** is designed for teachers and principals and consists of an evaluation of materials in various areas of safety and their adaptation to the school instructionl program. Effective methods of teaching accident prevention are discussed and a complete school safety program is developed. **Three Semester Hours.**

**Organization and Administration in Safety Education** affords the student knowledge of the curriculum content and experiences for all school grades in safety education, its organization and gradation for teaching purposes, and ways and means of administering a safety education program. **Three Semester Hours.**

## ENGLISH

**Communications I and II** are composite courses with Speech and provide practice in mastering ideas of others, in expressing one's own thoughts in writing and speaking, and in developing ability to listen, observe and demonstrate effectively.**Ten Semester Hours.** The following four traditional courses may be substituted for these courses.

**English I** (including Library Usage) is a review of grammar in detail, analysis of construction, functional practice, remedial drill in punctuation, spelling, mechanics of English, and vocabulary study. Brief compositions are written and analyzed for structural faults and errors in diction. Library Usage, a separate unit additional to English I, is an introduction to the use of the Library taught by members of the college library staff. **Three Semester Hours.**

**English II** is a study and application of the laws of composition; methods and types of exposition; description and narration; paragraph and theme writing; analysis of literary samples; book reviewing; outlining; and assembling bibliography. Continued functional practice in mechanics is afforded. Prerequisite: English I. **Three Semester Hours.**

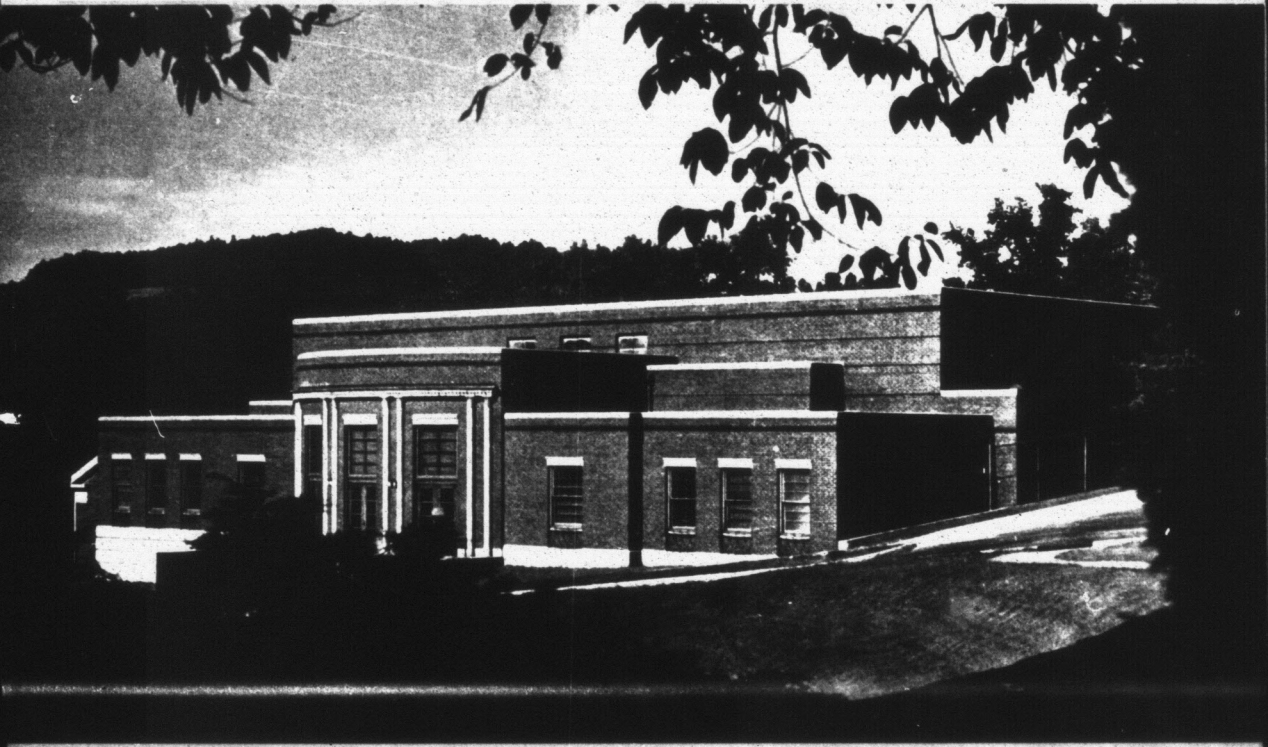
**Speech I** is a study and application of fundamental principles of effective speaking; training in selection, organization, and development of material suitable for speeches; recording and analysis of voice; emphasis on personality adjustment as related to speaking-listening situation; and diacritical marking and vocabulary building. **Two Semester Hours.**

**Speech II** is a continuation of Speech I with special emphasis on group discussion and parliamentary procedure; expository, narrative, and descriptive material; speeches for special occasions; and interpretative or choral reading. **Two Semester Hours.**

**World Culture I and II** are composite courses with History of Civilization. The relationships between social and historical movements and the arts, literary and otherwise, emanating therefrom are studied. It aims to develop a realization of one's personal responsibility for fostering world citizenship based on interdependence of all people. **Ten Semester Hours.** (The following four courses may be substituted for these courses.)

**Literature I and II** are designed to introduce students to literature as an expression of personal and social experience which fosters international understanding and to develop an appreciation of interdependence of nations through study of selected literary works of peoples, including our own. **Four Semester Hours.**

**History of Civilization I and II** are integrated survey courses presenting the origin, development and influence on our modern civilization of the governmental and social organization, economic activity, religious belief and practice, and the literature and fine arts. Emphasis is placed on the conflict between ideas and systems of thought and practice through which various aspects of modern life developed. The first course covers the period from early civilizations to 1800. The second course is concerned with the modern period. **Six Semester Hours.**



**American Literature** is a survey of American prose and poetry, with social implications, from colonial times to present. Selections are taken from major American authors, with emphasis on contemporary writing. Students are urged to examine the literature of their own country with thought, understanding, and appreciation. **Three Semester Hours.**

**English Literature** is a survey of English prose and poetry from Anglo-Saxon times to the present with the emphasis on notable masterpieces, particularly contemporary samples. The basic aims are a broader knowledge of English literature, as related to times and movements, and increased appreciation.**Three Semester Hours.**

**Children's Literature and Story Telling** studies the history and sources of juvelinia. Technique of story telling; means of developing child's interests; and useful materials for beginning teachers are emphasized. **Three Semester Hours.**

**Pre-Shakespearean Literature** is a seminar in English literature from Anglo-Saxon times to 1590, with reference to the chronicle, metrical romance, ballad, Chaucer and his contemporaries. Emergence of the drama; Arthurian legend; introduction to Spenser; important prose of the times; and Shakespeare's predecessors and contemporaries in playwriting are discussed. **Three Semester Hours.**

**Shakespeare** is a study of Shakespeare's works and times with detailed consideration of certain representative plays. Each student is required to prepare, as a model, a teaching plan for one play usually taught in high school. **Three Semester Hours.**

**Eighteenth Century Literature** is a consideration of English life and literature between 1660 and 1800, especially the rise and descent of neo-classicism and the approach of romanticism. **Three Semester Hours.**

**The Romantic Movement** is a study of literature from the rise of romanticism in the later eighteenth century, 1798 to 1832, and its influence on the present. **Three Semester Hours.**

**Victorian Literature** is a treatment of Victorian literary figures and their works against the social and political background of the times. **Three Semester Hours.**

**Criticism** is a study of notable works from Aristotle to the present, with emphasis on continuity of critical concepts. **Three Semester Hours.**

**Modern Drama** is the study of the historical background, biographical data, and modern methods of the theater and the play from Ibsen to the present.**Three Semester Hours.**

**The Novel to 1870** studies the rise and development of the English and American novel from predecessors of Defoe to Hardy and Twain. Major novels are reviewed and analyzed. **Three Semester Hours.**

**Contemporary Novel** studies the English and American novel from 1870 to the present and modern and contemporary movements in fiction. As many novels as time permits will be read and analyzed. **Three Semester Hours.**

**Essay** is a study of the development of the essay from Montaigne to the twentieth century; its place in modern literature; and the study of French, English, and American essays to reveal the spirit of their age and the author's personal idiosyncrasies. **Three Semester Hours.**

**Contemporary Poetry** is an introduction to poetry of England and America since 1870; the study of the trends in modern poetry; the anatomy of verse; and reviews on representative poets and their works. **Three Semester Hours.**

**Short Story** studies the short story as a literary form, including the writers' philosophies, the psychological implications, and the technical features. Outstanding works of American, British, and continental story tellers are studied along with narratives of particular value in secondary schools. **Three Semester Hours.**

**Literature of Biography** is a study of the historical development of biographical writing. Selections are read from standard and contemporary biographers, such as Carlyle, Macaulay, Strachey, and Sandburg. **Three Semester Hours.**

**Creative Writing** provides practice in such types of writing as verse, editorial, essay, short story, and other fiction. Advice is given to the student on submitting manuscripts for publication. Techniques of teaching creative writing in the secondary school are stressed. **Three Semester Hours.**

**Journalism** is an introduction to journalism and studies problems of selection, preparation, and submission of news as well as information for advisers of junior and senior high school newspapers and magazines. **Three Semester Hours.**

**Advanced Composition** provides opportunity for the improvement of the writing style of those specializing in English. It aims to develop creative propensities; and affords practice in expository, descriptive, and argumentative writing through reviews, critical reports, term papers, and the like. Encouragement is given toward publication of worthy prose and verse. **Three Semester Hours.**

**English Philology and Grammar** is a scientific and historic study of the English language, including its origin, development and laws. Grammar and sentence structure is reviewed as related to language in development. **Three Semester Hours.**

**American Poetry** is a study of the most important American poets as represented by whole compositions. Emphasis is placed upon the influence of democratic principles upon techniques and subject matter. **Three Semester Hours.**

**American Prose** is a study of the most eminent American essayists, novelists, dramatists, and short-story writers based upon analyses of whole compositions. The contribution of American authors to world literature is emphasized. **Three Semester hours.**

## FRENCH

**French I and II** are designed to develop basic skills in pronunciation, aural comprehension, speaking, and reading. Selection of course materials emphasizes social and cultural values. For the nonmajor and minor additional provision is made in the case of the elementary teacher for practice in the development of foreign language and area units as suggested in the Pennsylvania Department of Public Instruction Bulletin 233-B, the Elementary course of Study, and in the case of secondary teachers for the correlation of foreign language learnings with the other secondary areas of teaching. **Six Semester Hours.**

**French III and IV** emphasize independent reading and further development of skill in aural comprehension and speaking. Activities and materials focus on our acquaintance with the language area—its history, arts, literature, and customs—which will be applied to the formation of attitudes and judgments related to current living. Prerequisite: French I and II, or at least two years of French in high school. **Six Semester Hours.**

**French V and VI** (Survey of Literature) consists of selected readings from authors whose works throw light upon current problems of social living. Form and oral expression are taught in the framework of the literature read. Prerequisite: French IV. **Six Semester Hours.**

**French VII** (Advanced Language and Techniques) emphasizes the ability to speak and write the foreign language, and the techniques necessary for the foreign language teacher. Prerequisite: French IV. **Three Semester Hours.**

**French VIII** (French Classical Drama) studies the masterpieces of Cornielle, Moline, and Racine, after a consideration of the early history of the drama. Prerequisite: French IV. **Three Semester Hours.**

**French IX** (French Literature of the 19th Century) includes the development of both the romantic and naturalistic schools. Prerequisite: French IV. **Three Semester Hours.**

**French X** (Development of the French Novel) consists of readings and discussions in the native language of representative novels of the eighteenth, nineteenth and twentieth centuries. **Three Semester Hours.**

## GENERAL SCIENCE

**Basic Biology** is a course to acquaint students with the place of living things in their environment. It will illustrate how living things are classified, how they develop and maintain their kind, how they react to their environment, how they can be improved, and the necessity for controlling or conserving those which affect Man's welfare. **Three Semester Hours.**

**Basic Physical Science** is a general course drawing its material from the fields of astronomy, geology, physics, and chemistry. A knowledge and appreciation of the methods and philosophy of science are major aims of the course. **Three Semester Hours.**

**Science in Modern Civilization** emphasizes the significance of science in relation to modern life; its potentialities for good or evil; the methods of science rather than the end products of scientific thinking; and some special knowledge of modern science which will function in human lives in a socially desirable manner. **Three Semester Hours.**

**Science for the Elementary Grades** aims to acquaint students with objectives basic to the development of scientific concepts in the grades. Units of work are planned to promote a comprehension of simple natural phenomena and of the local environment. The course seeks especially to emphasize principles governing the selection and organization of suitable teaching materials. **Three Semester Hours.**

**Earth Science** attempts to answer questions pertaining to the natural features of the earth. Its origin, and the present major land forms, as well as the changes that occur through erosion, glaciation, diastrophism, volcanism, metamorphism, etc., are emphasized. **Three Semester Hours.**

**Basic Physical Science** (Acoustics) is a required course for Music Education students and considers such essentials as sound production, overtones, beats, construction of scales, laws of vibrating strings and air columns, sound control, pitch, loudness, and quality. **Three Semester Hours.**

## GEOGRAPHY

**World Geography** is designed to develop a knowledge and appreciation of patterns of the natural environment throughout the world such as patterns of climate, soil, vegetation, and man's adjustment to them, with special emphasis upon man's economic and cultural responses. **Three Semester Hours.**

**Geography of the United States and Pennsylvania** provides a comprehensive treatment of the adjustment of the people of the United States and Pennsylvania to the physical factors—structure, relief, climate, vegetation, soils, and natural resources—which help to explain the distribution of population, land use, products, and trade within the United States and with other parts of the world. Prerequisite: World Geography. **Three Semester Hours.**

**Geography of Pennsylvania** is a regional approach to an understanding of the topographical features of the State, including land forms, drainage, climate, occupations, resources, present-day trends in conservation, and man's adjustment to these factors. Some time is given to the regional planning program which the Commonwealth is emphasizing. Field trips to nearby points of interest are an integral part of this work. Prerequisite: World Geography, Geography of the United States and Pennsylvania. **Three Semester Hours.**

**Geography of the United States and Canada** is a regional study of the United States and Canada relative to man's adjustments to his environment as determined by the physical factors of climate, vegetation, relief and soils. The political adjustments to the geographic environment are recognized and the interrelations between the two countries and the rest of the world is discussed. Prerequisite: World Geography. **Three Semester Hours.**

**Geography of Asia** comprises a study of the major geographic regions of the Soviet Union, Southwestern Asia, and India. Special emphasis is placed on the natural resources and their use, the peoples —their number and distribution, their culture and recent cultural changes, strategic areas, and related problems. **Three Semester Hours.**

**Geography of Africa and Australia** is a regional study of Africa Australia and the neighboring islands showing the economic and social development of the regions of these lands and their relationship to the physical environment and the political affiliations of these lands with other countries. The geographic aspects of the problems of colonies, land tenure, race, future land use, and the strategic importance of Africa are considered. Prerequisite: World Geography. **Three Semester Hours.**

**Geography of Europe** is a regional course aimed to help the student acquire an ability to look for, find, and apply the geographic relationships underlying land uses, dominant international problems and boundary dispites, thus enabling students to obtain an unbiased understanding of the economic problems of Europe. The Soviet Union is not included in this course. Prerequisite: World Geography. **Three Semester Hours.**

**Geography of the Far East** includes a study of Japan, China, the Philippines, Southeastern Asia, and the East Indies, and comprises an intensive investigation of the natural factors and man's adjustment to them in the geographic, economic, and political regions of Eastern Asia. The geographic background needed in planning solutions for raising standards of living, for the wise use and restoration of natural resources, and the industrialization of countries is presented. Prerequisite: World Geography. **Three Semester Hours.**

**Geography of Latin America** is a regional study made of Middle and South America. Special emphasis is given to regional differences and similiarities. Latin-American relations with other nations, especially with the United States, are stressed. Prerequisite: World Geography. **Three Semester Hours.**

**World Problems in Geography** considers some of the world problems which need a geographic background for understanding and solving them. Attention is given to boundary questions, the value and control of colonies, fishery agreements, problems concerning commercial aviation, world trade, the feeding of the world, control and development of natural resources, the making of the peace, and similar topics. Prerequisite: World Geography. **Three Semester Hours.**

**Field Courses in Geography** involve the study of selected areas through the agency of travel and actual investigation, and are arranged from time to time to suit the needs of the student groups. Prerequisite: World Geography. **Three Semester Hours.**

**Climatology** is primarily concerned with the climatic regions of the earth, and with the limitations and advantages they offer for man's occupance. The course is a valuable aid to students in world problems. Prerequisite: World Geography. **Three Semester Hours.**

**Geology** attempts to answer questions pertaining to the natural features of the earth. Its origin and the present major landforms, as well as the changes that occur through erosion, glaciation, diastrophism, volcanism, metamorphism, etc., are emphasized. **Three Semester Hours.**

**Meteorology** is a study of the atmosphere. This course analyzes the laws underlying principles of atmospheric changes. An opportunity is given for students to become familiar with common weather instruments, to read and interpret weather maps, to observe and record weather data, and discuss problems rising from the use of the atmosphere as a medium of travel and transportation. Prerequisite: World Geography. **Three Semester Hours.**

**Cartography** is designed primarily to enable the geography major to attain proficiency in the use and interpretation of maps, models, globes, cartograms, and geographic diagrams. The selected map projections will be approached from the geographical rather than the mathematical point of view. The history of maps, the development of signs, symbols, and map scales, the construction of projections, graphs, and diagrams; and the application of each of these to the teaching of geography will be stressed. Prerequisite: World Geography. **Three Semester Hours.**

**Economic Geography** develops an understanding of world patterns of producing and consuming regions, population distribution, and world trade routes and the related natural factors. It also deals with the application of this information to securing a fundamental understanding of national and international problems. **Three Semester Hours.**

**Commercial Air Transportation** studies development of commercial aviation. Policies such as governmental agreements, subsidies, control and use of air bases, the importance of Polar regions, and the Great Circle air routes are considered. Prerequisite: World Geography. **Three Semester Hours.**

**Conservation of Natural Resources** deals with the present problems in the conservation of our national resources of land, water, plant, animal life, and mineral deposits; suggests ways of solving these problems; and discusses the wise use of these resources. **Three Semester Hours.**

**Geographic Influence in American History** is a study of the relationship of the natural geographic factors in the settlement, development, and progress of the United States. **Three Semester Hours.**

**Trade and Transportation** includes a study of transportation routes, ports, railroad centers, hinterlands, and trade relations between production areas and countries. **Three Semester Hours.**

## GERMAN

**German I and II** are designed to develop basic skills in pronunciation, aural comprehension, speaking, and reading. Selection of course materials emphasizes social and cultural values. For the nonmajor and minor additional provision is made in the case of the elementary teacher for practice in the development of foreign language and area units as suggested in the Pennsylvania Department of Public Instruction Bulletin 233-B, the Elementary Course of Study, and in the case of the secondary teachers for the correlation of foreign language with the other secondary areas of teaching. **Six Semester Hours.**

**German III and IV** emphasize independent reading and further development of skill in aural comprehension and speaking. Activities and materials focus on our acquaintance with the language area—its history, arts, literature, and customs—which will be applied to the formation of attitudes and judgments related to current living. Prerequisites: German I and II or at least two years of German in high school. **Six Semester Hours.**

**German V and VI** (Survey of German Literature) studies the outstanding writers and literary movement. Activities include supplementary reading, oral and written reports and critiques. Prerequisite: German IV. **Six Semester Hours.**

**German VII** (Intensive Grammar and Teaching Techniques) emphasizes the ability to write and speak the foreign language through intensive study of the structure of the language. Prerequisite: German IV. **Three Semester Hours.**

**German VIII** (Advanced Conversation and Composition) develops the capacity to use the everyday language in both oral and written communication with natives. Prerequisite: German IV. **Three Semester Hours.**

**German IX** (Special Projects) is designed to satisfy any special needs of a group as may arise. It may be utilized for further training in speaking the language, scientific usage, field trips abroad, etc. **Three Semster Hours.**

**German X** (The Drama in German Literature) is a survey of classical and modern drama in Germany, followed by more detailed study of the dramatic writings of Lessing, Goethe, and Schiller. Prerequisite: German IV. **Three Semester Hours.**

**German XI** (Lyric Poetry in German Literature) consists of readings of a wide selection of lyrics in order to create an appreciation and understanding of the importance of contributions made by German lyricists to world literature. Prerequisite: German IV. **Three Semester Hours.**

## HEALTH AND PHYSICAL EDUCATION

**Health** provides consideration of the physical and mental equipment of the individual with the idea that practical application will be made in personal community living. **Two Semester Hours.**

**Physical Education I** provides development and practice of skills and attitudes in seasonal activities which may be carried on in college and after-college life. Achievement tests are given to determine the needs of the student. **One Semester Hour.**

**Physical Education III** is a continuation of Physical Education II. with greater emphasis on participation in activities learned in Physical Education I. **One Semester Hour.**

**Physical Education II** is a continuation of Physical Education II. Encouragement is given to out-of-class participation in activities in which the student is most interested. Specialization in selected activities aims to bring personal performance ability to advanced levels. **One Semester Hour.**

## HISTORY

**History of the United States and Pennsylvania I** is a survey course in the history of the United States and Pennsylvania from the beginning of the colonial period to the end of the civil war. Emphasis is placed on the social, economic and political development of our nation in general and of our Commonwealth in particular. Problems in conjunction with the acquisition of our independence, the organization of our nation, the questions in regard to slavery, the expansion of our national boundaries and economy and the settlement of the question of states rights versus national rights will be discussed. Three **Semester Hours.**

**History of the United States and Pennsylvania** is a survey course in the history of the United States and Pennsylvania from 1865 to the present. Stress is placed on the impact of the Industrial Revolution on our society, the growth of the labor world power, our part in World Wars I and II, and the activities of our nation on behalf of international organization. **Three Semester Hours.**

**History of Civilization I** is a survey course dealing with all of man's major cultural accomplishments from the dawn of history to the rise of nationalities in western Europe with emphasis placed on the relationship of the earlier movements as they influenced later developments. **Three Semester Hours.**

**History of Civilization II** is a continuation of History of Civilization I down to and including the modern period. **Three Semester Hours.**

**History of Pennsylvania** is a study of the founding and development of Pennsylvania from its colonial beginnings to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems, and the growth of Pennsylvania to a leading position in our modern industrial world. **Three Semester Hours.**

**History of Europe to 1815** is a study of the development of the social, economic, political, religious and cultural experiences of the European people emphasizing the cause and effect of interrelation and interdependence of both people and events that are basic to understanding the fundamental forces that lead to modern life. **Three Semester Hours.**

**History of Europe Since 1815** is a comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and intergroup relationships are essentially basic to analysis and interpretation of the difficulties facing the European world today. **Three Semester Hours.**

**History of England** traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of those factors that gave rise to the struggle and events that culminated in the establishment of democratic principles and organizations in our modern world. **Three Semester Hours.**

**Twentieth Century World** is a study of the growth of capitalism, imperialism, totalitarianism, international jealousies, World Wars I and II, and the attempts of the family of nations to find world peace through international understanding. **Three Semester Hours.**

**Diplomatic History of the United States** is primarily intended for majors interested in a broader international background of the United States. Special emphasis is placed on a study of our foreign relations from the beginning of our national history to the present. Such aspects as the growth and influence of the policy of "isolationism", the creation and development of the Monroe Doctrine, the changing position

of the United States as a world power, and t' problems incident to the assumption of the resulting responsibilities are emphasized. **Three Semester Hours.**

**International Relations—1919 to Present** emphasizes the modern, economic, social, political, religious and cultural problems that reflect their influence on international relationships of the nations of the world, using the United States as the point of departure. Special attention is paid to the struggle of the people through their representatives in international conferences and organizations to resolve their differences. **Three Semester Hours.**

**History of Latin America** surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems then as they are related to the various political units involved. The influence of European and American relations as they are reflected in local changes are given consideration. **Three Semester Hours.**

**Renaissance to Reformation** is a study of the Renaissance and Reformation with particular emphasis on the important political, economic, social, and cultural forces that emerged during this period of transition, and ushered in the modern western culture. Emphasis is placed on the evolution of national states and the rise of individualism. **Three Semester Hours.**

**History of the Middle East and India** is a study of the various civilizations that developed in this area with regard to the economic, political, social and cultural contributions as they influenced both oriental and occidental achievements. Special emphasis is placed on the modern aspects of their relation to world knowledge and to problems of current international interest. **Three Semester Hours.**

**History of the Far East** is a study of the development of the people of China, Japan, Indonesia, and the Pacific Islands. Attention is given to their cultures and developmental problems as they are related to each other and to the occident. **Three Semester Hours.**

## LATIN

**Latin I (Ovid and Virgil)** is designed to bridge the gap between high school and college Latin by the use of material similar to that used in the fourth year of high school Latin. Selections from Ovid's Metamorphoses and from Virgil's Eclogues and Bucolics are studied, with special usages, and life in the classical world. In connection with the course, thorough drill is given in Latin forms, construction, and figures of speech. **Three Semester Hours.**

**Latin II (Livy)** is a study of Latin prose based on Books I, XXI, and XXII of this author. Included is a review of prose construction together with a study of new construction, especially those peculiar to Livy. Class discussion is centered around such topics as the historical value of legendary material and the comparison of Livy's historical method with that of other historians. **Three Semester Hours.**

**Latin III (Cicero and Tacitus))** includes a study of Cicero's De-Senecute and DeAmicitia, and of selections chosen from Tacitus' Germania and Agricola. Both units of work should give abundant opportunity for enriching the student's experience with different types of Latin literature.**Three Semester Hours.**

**Latin IV (Horace)** aims to foster an appreciation of Latin lyrical poetry through a study of Horace's Odes. Topics stressed are Horace's philosophy of life, the social and political life of the Augustan Age, and the chief lyrical meters employed. **Three Semester Hours.**

**Latin V (Plautus and Terence)** concerns itself with the development of Roman drama and the translation of one play by each of these dramatists. The two are contrasted not only as to point of view and literary style, but also as to the different groups for which they wrote. **Three Semester Hours.**

**Latin VI (Roman Civilization)** is designed to provide the prospective Latin teacher with an opportunity to review the texts which he must use and to round out the cultural background necessary for successful Latin teaching. In this connection, the student is required to organize instructional materials acquired through his previous study of the classics. **Three Semester Hours.**

## MATHEMATICS

**Fundamentals of Mathematics** deals with development of the number system; nature and application of fundamental processes; extension of the number system to include common and decimal fractions and negative numbers; approximate nature of measurements; per cents; language of algebra including formulaes, graphs, tables, and equations; meaning of proof; elementary concepts of statistics; art of indirect measurements; and additional topics of interest to students. **Three Semester Hours.**

**College Algebra** considers fundamental operations; factoring; fractions, exponents, functions and their graphs; linear, quadratic and systems of equations; proportions and variation; progressions; mathematical induction; logarithms; determinants; and permutations and combinations. Prerequisites: 1 year high school algebra and 1 year high school geometry. **Three Semester Hours.**

**Trigonometry** considers the functions of an angle; logarithms; use of tables; radians; identities; trigonometric and exponential equations; solution of triangles by natural functions and logarithms; inverse functions; complex numbers; and application of all processes to practical problems. **Three Semester Hours.**

**Analytic Geometry** is a correlation of algebra and geometry in finding equations of loci and loci corresponding to certain equations; properties of the straight line, the circle and conic sections; rectangular and polar coordinates; transformation of coordinates; parametric equations; and a brief introduction to three dimensions. Prerequisites: College Algebra and Trigonometry. **Three Semester Hours.**

**Calculus I** (Differential) considers elementary concepts of limits and the derivative; applications of the derivative in problems of maxima and minima, rates, velocity, acceleration; and possible introduction of integration as the inverse of differentiation. Prerequisite: Analytic Geometry. **Three Semester Hours.**

**Calculus II** (Integral) considers integration as the inverse of differentiation. Formulas of integration, the definite integral, methods of integration, integration as the limit of a sum applied to areas, volumes, lengths of curves and other practical problems are stressed. Prerequisite: Calculus I. **Three Semester Hours.**

**Calculus III** is a continuation of the calculus to include series, additional work in partial differentation, multiple integrals, and elementary differential equations. Prerequisite: Calculus II. **Three Semester Hours.**

**Advanced College Algebra** studies the theory of equations; determinants; partial fractions; series; complex numbers; and further developments of permutations, combinations and probability. Prerequisite: College Algebra. **Three Semester Hours.**

**Spherical Trigonometry and Navigation** studies the solution of the right and oblique spherical triangles with emphasis on their practical application, especially in the field of navigation. **Three Semester Hours.**

**Statistics** deals with basic principles and methods of statistics common to scientific research; understanding of and ability to use graphs, frequency distribution, measures of central tendency and dispersion; normal curve; correlation; regression and prediction; reliability of statistical measures; curve fitting; and development of formulas. **Three Semester Hours.**

**History of Mathematics** studies the growth of mathematics through the centuries and the men who contributed to it. This course is designed to enrich the mathematical background of the students and to integrate basic areas of mathematics. Prerequisite: Analytic Geometry. **Three Semester Hours.**

**College Geometry** is an extension of competency in geometry. Modern problems of the triangle and of the circle; further development of rigorous proof; constructions based on loci and indirect elements; and non-eucledean geometry are stressed. Prerequisite: High school plane geometry. **Three Semester Hours.**

**Field Work in Mathematics** applies mathematics to the enrichment of secondary school mathematics. Use of the transit, angle mirror, hypsometer, sextant and other measuring devices; simple map making exercises and elementary surveying; and the construction and use of student-made instruments and teaching devices will be some of the projects. **Three Semester Hours.**

**Mathematics of Finance** is an introduction to the elementary theory of simple and compound interest with the solution of problems in annuities, sinking fund, amortization, installment buying, and the mathematics of life insurance. **Three Semester Hours.**

**Synthetic Geometry** is a course in college geometry. It extends the skills of plane geometry and includes the elements of projective geometry, including the development of constructions of higher order than that developed in previous courses in mathematics. Emphasis is placed on methods of proof in order that students may be better prepared to teach demonstrative geometry. **Three Semester Hours.**

## MUSIC

**Introduction to Music** is organized on a unit basis and is devoted to the study of various types of musical expression. Classroom discussion is supplemented by correlated library work and the use of recorded music. As each unit is developed, it is related to its artistic, political and social background. **Two Semester Hours.**

**Music for the Elementary Grades** aims to acquaint the student with the music techniques and materials to be used in the first four grades of the elementary school. The course includes a study of the elements of music theory, the techniques of music reading and of song interpretation, and the problems of the child voice. **Two Semester Hours.**

## PHYSICS

**Physics I** is a study of work, power, efficiency, forces, motion, energy, momentum, and the properties of liquids and gases at rest and moving. **Four Semester Hours.**

**Physics II** is a study of heat quantities and transmission, calorimetry, temperature, engines, and the mechanical equivalent of heat. The nature, propagation and velocity of light; reflection, refraction and diffraction; the nature and velocity of sound; and the physical basis of music are also stressed. **Four Semester Hours.**

**Magnetism and Electricity** is a study of D.C. and A.C. circuits, motors, and dynamos, as well as the transmission and use of electricity and precise electrical measurements. **Four Semester Hours.**

**Mechanics** is a study of balanced and unbalanced forces and their effect on bodies by producing equilibrium or acceleration with emphasis on mathematical problems. **Four Semester Hours.**

**Heat** is a study of temperature, expansion, specific heat, convection, conduction, radiation, gas laws, kinetic theory, change of state, isothermal and adiabatic changes, and the measurement and control of high and low temperature. **Four Semester Hours.**

**Electronics** deals with the electron, including the charge, emission, and velocity of the electron. Fundamentals of vacuum tubes and their circuits and the use of tubes in communication and industry are also discussed. **Three Semester Hours.**

**Optics** studies the principles of geometrical and physical optics, spectroscopy, and photometry. **Three Semester Hours.**

**Sound** studies the theory of vibrations. Sources, recordings, nature, transmission, reception, and measurement of sound as well as technical applications are stressed. **Three Semester Hours.**

**Physical Measurements** studies the theory and practice of precise physical measurements. **One, Two or Three Semester Hours.**

## SOCIAL STUDIES

**Principles of Sociology** is a basic course in sociology dealing with the interaction arising from the association of human beings. Emphasis is placed upon natural and social heritage, the meaning and functions of culture, the origin, function, and characteristics of social institutions, such as the family, religion, and the state; with inquiry into the nature and genesis of social pathology. Attention will also be directed toward social controls and inertia of group mores **Three Semester Hours.**

**Principles of Economics** studies such fundamentals as production, exchange, distribution and consumption. Major topics are: wages, interest, rent, profits, price determination, money and banking, and foreign trade. Some attention is given to national income approach. **Three Semester Hours.**

**Contemporary Social Problems** consists of a study of selected crucial present-day problems such as: social waste, family, crime and delinquency, race relations, and the individual's responsibility as a citizen of the world. **Three Semester Hours.**

**Contemporary Economic Problems** studies certain of our more pressing present-day problems such as: money and banking, international trade, government regulation, and labor relations. **Three Semester Hours.**

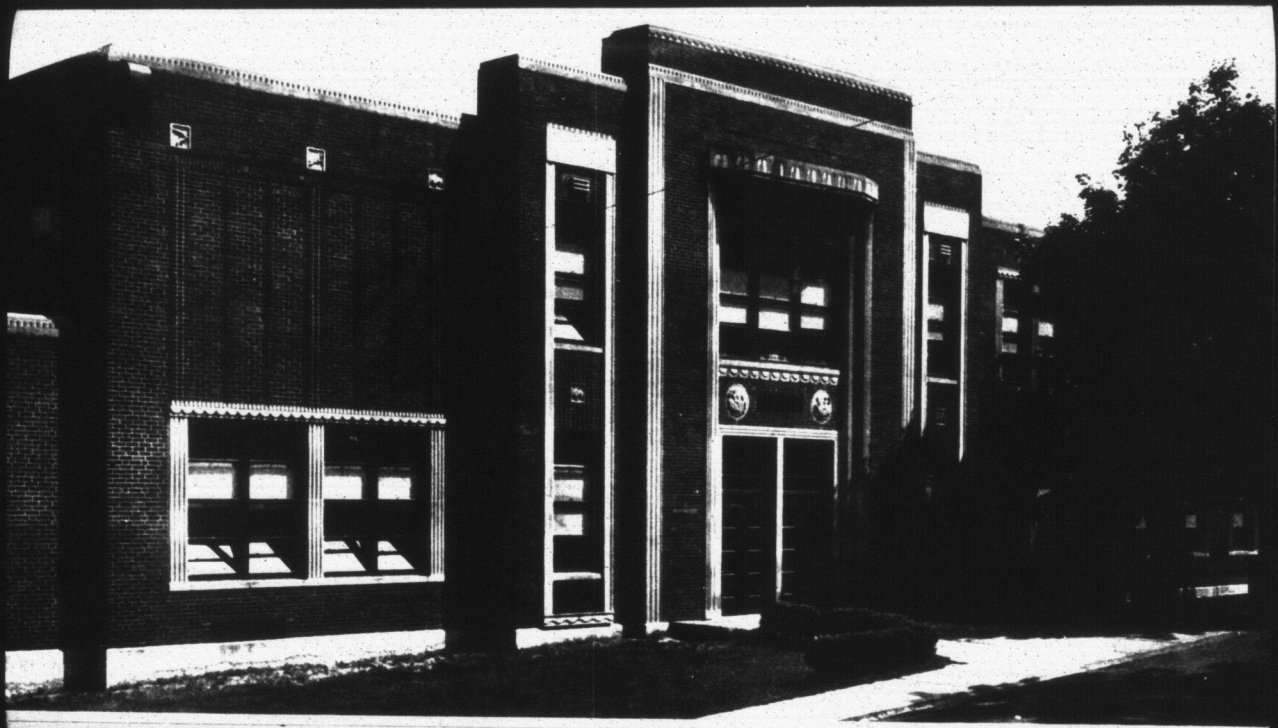
**Municipal Government** deals with the history, organization, structure and functions of the major types of city government in the United States. Consideration is given to the development of modern administrative techniques and methods as they apply to municipalities. The prevailing forms of government and administration used by boroughs and townships in Pennsylvania are surveyed. **Three Semester Hours.**

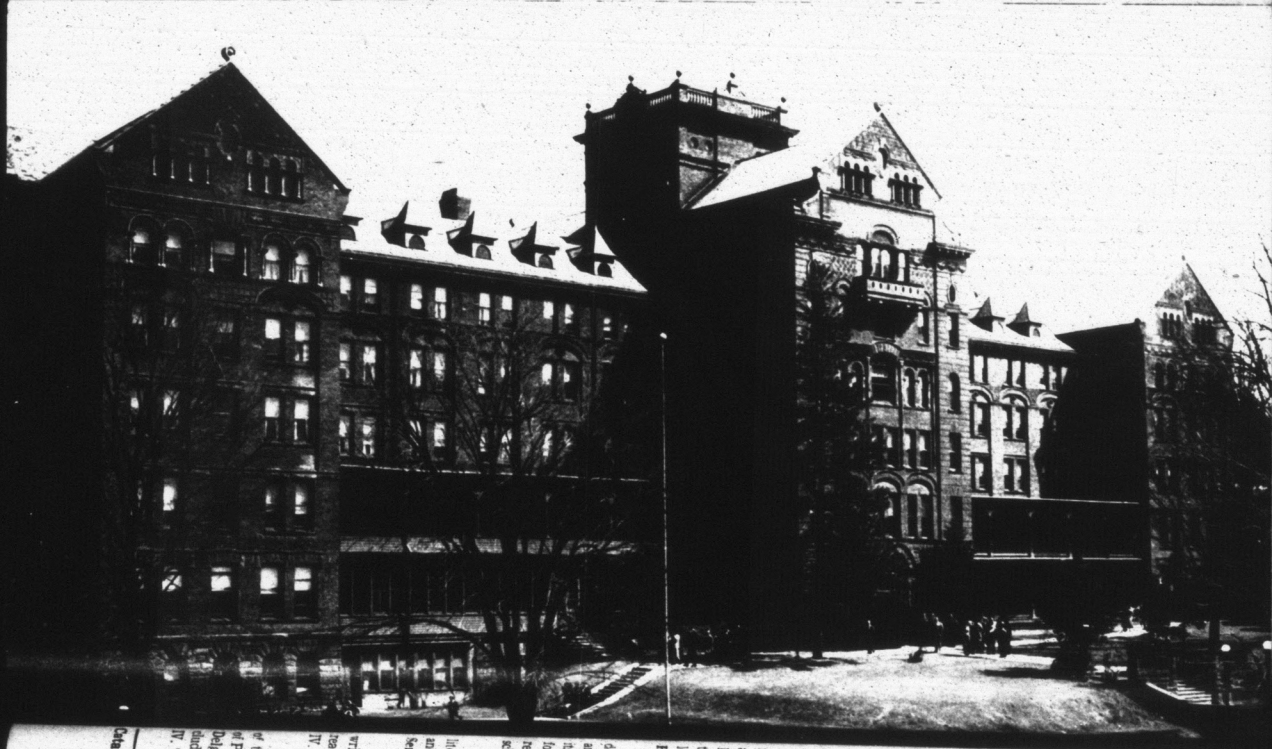
**Comparative Government** gives major attention to Great Britain and Soviet Russia as best representing, among foreign governments, the democratic and authoritarian systems. Brief consideration is given to the government of France, Italy, Germany and Japan. Frequent comparisons and contrasts are drawn between these governments and government in the United States. **Three Semester Hours.**

**Consumer Education** is designed to develop techniques and methods which will enable the buyer to evaluate, on a quality and price basis, the myriad goods sold in the modern market place. Among the matters considered are the following: installment buying, choice of product, insurance, advertising, etc. **Three Semester Hours.**

**American Government** is a study of the general principles of the American system of constitutional government. Special emphasis is placed upon the organization and functions of the national government—legislative, executive, and judicial; on the rights and duties of citizenship; the electorate; political parties; and civil rights and the growing regulatory functions of government. **Three Semester Hours.**

**Home and Family Living** deals with the development of the family and the home in its historical, economic and legal aspects. The various factors influencing the organization, disorganization and reorganization of the family are considered, as well as the modern trends in this basic institution. **Three Semester Hours.**





**Industrial Relations** is a course dealing with the social organization of industrial concerns and the relation of industry to the social order. A survey is made of both management and labor and their relations in industrial classes, the industrial community and problems of social control of labor and industry. **Three Semester Hours.**

**The United Nations and its Functions** deals with an intense study of the functional organization of the United Nations, with emphasis on the social, economic and political problems involved in the organization of world government. **Three Semester Hours.**

## SPANISH

**Spanish I and II** are designed to develop basic skills in pronunciation, aural comprehension, speaking, and reading. Selection of course materials emphasizes social and cultural values. For the nonmajor and minor additional provision is made in the case of the elementary teacher for practice in the development of foreign language and area units as suggested in the Pennsylvania Department of Public Instruction Bulletin 233-B, The Elementary Course of Study, and in the case of secondary teachers for the correlation of foreign language learnings with the other secondary areas of teaching. **Six Semester Hours.**

**Spanish III and IV** emphasize independent reading and further development of skill in aural comprehension and speaking. Activities and materials focus on our acquaintance with the language area—its history, arts, literature, and customs—which will be applied to the formation of attitudes and judgments related to current living. Prerequisite: Spanish I and II or at least two years of Spanish in high school. **Six Semester Hours.**

**Spanish V** (Spanish Literature) studies outstanding writers and literary movements. Activities include supplementary reading, oral and written reports and critiques. Prerequisite: Spanish IV. **Three Semester Hours.**

**Spanish VI** (Spanish-American Literature) studies outstanding writers and literary movements. Activities include supplementary reading, oral and written reports and critiques. Prerequisite: Spanish IV. **Three Semester Hours.**

**Spanish VII** (The Short Story in Spain and America) is a survey of the cultivation of the genre. There are readings from the works of Pardo Bazan, Valle Inclan, Juan Valera, Jose Ruben Romero, Rafael Delgando, Horacio Quiroga, Robert Payro, and others. The work includes oral and written reports and critiques. Prerequisite: Spanish IV. **Three Semester Hours.**

**Spanish VIII** (The Novel in Spain and America) studies the development of the novel. Representative types such as the picaresque novel, the psychological novel, the novel of social thesis, the regional novel, and the historical novel are analyzed. There are readings from Cervantes, Le Sage, Valera, Pereda, Galdos, Blasco Ibanez, Baroja, Alarcon, Palacio Valdes, Lopez y Fuentes, Azuela, Galvez, Gallegos, and others. The work includes oral and written reports and critiques. Prerequisite: Spanish IV. **Three Semester Hours.**

**Spanish IX** (The Drama in Spain and America) is a review of the history of the theatre and various dramatic forms such as the classis drama of the "siglo de oro", the romantic movement, the realistic theatre, and the genero chico. There are readings from Lope de Vega, Calderon, Tirso de Molia, Echegaray, Rivas Juana Inez de la Cruze, Alarcon Benaventa, Los Quinteros, Arniches ,Florencio Sanchez, and others. This course includes oral and written reports, critiques, and dramatic readings. Prerequisite: Spanish IV. **Three Semester Hours.**

**Spanish X** (Mexican Literature) is a chronological survey of outstanding works in the prose and poetry of Mexico, pointed toward clarification of Mexican history and contemporary writings. The work includes oral and written reports and critiques. Prerequisite: Spanish IV. **Three Semester Hours.**

**Spanish XI** (Intensive Grammar and Teaching Techniques) emphasizes the ability to write and speak the foreign language through intensive study of the structure of the language. **Three Semester Hours.**

**Spanish XII** (Advanced Conversation and Composition) aids the development of facility in using the everyday language in both oral and written communication with people to whom the language is native. **Three Semester Hours.**

**Spanish XIII** (Special Projects) is designed to satisfy any special needs of a group as may arise. It may be utilized for further training in speaking the language, commercial usage, summer field trips, etc. **Three Semester Hours.**

## MUSIC

(Required and elective courses available only to students following the Music Education curriculum.)

**Solfeggio I** aims to develop facility in singing at sight and the ability to sing with good intonation. Problems studied include diatonic skips and scalewise progressions; major and minor mode; chromatic tones; two-, three-, and four-quarter measure; two tones to the beat

and the dotted beat note. In addition to the above named techniques, the course also provides the student with the basic knowledge of the rudiments of music; Key Signatures; Bass and Treble clef; intervals; and Primary chords. Emphasis is placed on phrase-wise thinking and on the elements of form. **Two Semester Hours.**

**Solfeggio II** aims to increase the sensitivity of the student to correct intonation and to develop his ability to sing a second part. It includes two and three-part singing; six-eighth, nine-eighth, two-half, and three-half measure; three and four tones to the beat with their various combinations; and the melodic and natural minor scale. The student is also given experience with written musical notation; reproduction at the keyboard of simple melodies and harmonies; and the composition of simple original melodies. **Two Semester Hours.**

**Solfeggio III** aims to develop greater facility in the tonal and rhythmic techniques already presented and additional mastery of the problems of part singing. Advanced problems include more difficult modulation, chromatic alterations, modal tonality and more complicated rhythms. The problems are studied aurally as well as visually. **Two Semester Hours.**

**Applied Music** in this curriculum serves two purposes; that of developing the musicianship of the individual student; and that of providing the prospective teacher with the knowledge and techniques of various musical media needed for conducting an effective music program in the public schools. Students receive one hour of credit for each semester of study in which they receive either one or two lessons per week, depending on their degree of advancement and the Applied Music subject. Instruction at the beginning level is given in classes which meet for two periods per week. Instruction above the beginning level is given in individual lessons of one-half hour per week, with the exception of voice instruction in which students receive two lessons per week. Following are minimum requirements for graduation:

1. a. A minimum of 2 semester each of string and wind instruments.

   b. Knowledge of the playing fundamentals of the following instruments: Violin, Cello, Viola, String Bass, Clarinet, Flute, Cornet, Trombone, Drums.

2. Adequate keyboard facility to satisfy the needs of the prospective music teacher. To meet this requirement a minimum of 4 semesters of study is required. (See specific requirements.)

3. A minimum of 4 semesters of voice.

**Eurythmics I** is designed to develop the sense of rhythm through muscular coordination and to develop a sensitivity to rhythmic structure. It enables the student to experience and to express more fully, through bodily activity, the nuances of dynamics and rhythm. **One Semester Hour.**

**Eurythmics II** is a continuation of Eurythmics I applied to more difficult problems of rhythm and coordination. The course includes a unit on marching band maneuvers. **One Semester Hour.**

The Theory courses aim to develop the techniques required for a comprehensive understanding of music literature, and the background necessary for intelligent interpretation, arranging, and composition. These techniques include: the harmonization of melodies; harmonic and formal analysis; creative work at the keyboard; aural recognition of the harmonic vocabulary being studied; and the application to the keyboard of this vocabulary.

**Theory of Music I** includes a study of the primary harmonies, inversions, and non-choral tones. The phrase and the period serve as the units for analysis and creative work. **Four Semester Hours.**

**Theory of Music II** increases the student's harmonic vocabulary to include the secondary harmonies, both triads and seventh chords, and simple alterations. The study of modulation to closely related keys and the analysis of homophonic forms through the song forms are included. The piano style as well as the choral style is used in the composition and harmonization of melodies. **Four Semester Hours.**

**Theory of Music III** gives additional practice in handling the materials of Theory I and II, and introduces chromatic alterations and modal tonalities. Analysis now includes the rondo and sonata-allegro forms. More emphasis is given to composition. **Three Semester Hours.**

**Theory of Music IV** augments the student's harmonic vocabulary with a study of modulation to remote keys. Special attention is placed upon arranging and composition for voices, piano, and small groups of instruments. All the techniques acquired in previous courses will be further developed. **Three Semester Hours.**

**Conducting I** (Choral) guides the student in the development of his conducting techniques based on the fundamental meter designs. Choral compositions appropriate to various levels of achievement are conducted by the students. The problems of style and interpretation are studied. Small groups (maximum of ten) meet twice a week. At these sessions, the student receives considerable individual attention. The third meeting of the combined groups is treated as a rehearsal situation. **One Semester Hour.**

**Conducting II** (Instrumental) aims to prepare the student to conduct instrumental groups, band and orchestral, on a public school level; to familiarize the student with rehearsal and performance techniques, to master the ability to conduct current public school band and orchestra material; acquaint the student with suitable ensemble material for use in Secondary School organizations; and to develop power of discrimination in choice of musical materials. **One Semester Hour.**

**Survey of Music Literature** has as its purpose to acquaint the musi cstudent with the various forms and media of musical composition and to familiarize him with specific examples of standard music literature. Emphasis is placed upon the objective elements of musical style as well as upon subjective factors of musical expression. **One Semester Hour.**

**History of Music I** is a study of the evolution of idioms, forms and styles of musical composition, notation, instruments, and performance from primitive times through the eighteenth century. It attempts to show the relationship of styles and practices in music to social conditions and to the other arts, and the relationship of the composer to the period in which he works. **Three Semester Hours.**

**History of Music II** continues the study of the evolution of various musical styles and practices from the latter half of the eighteenth century to the present. It attempts to develop further a censitivity to style as illustrated in the music of various periods. **Three Semeser Hours.**

**Methods I** (Elementary) deals with the use of vocal and recorded musical materials which are suitable for children in the elementary grades. Included in assignments and class discussions are such topics as: Standards for Choice of Material, Care of the Child Voice, Creative Music Activities, Music in Rural and Consolidated Schools, the Attainment of Desirable Class Attitudes Toward Music, Development of a Music Reading Program. In order to develop the techniques necessary for the use of materials in Methods I a considerable amount of skill in music reading and some facility at the keyboard are considered prerequisites to the course.

An opportunity to observe the techniques and results of theories developed in the course is made through frequent assigned observations in the laboratory schools. **Three Semester Hours.**

**Methods II** (Secondary) aims to help the student develop a suitable vocal program for grades seven to twelve inclusive. The major topics include the philosophy of Music Education in the public schools,

professional attitudes and relationships, organization of required and elective courses, the evaluation of choral material and its interpretation in developing teaching techniques. **Two Semester Hours.**

**Methods III** (Instrumental) is devoted to the study of a suitable instrumental program for a public school system. Special attention is given to the problems of organization and administration as well as the teaching techniques of the various instruments. Available materials for all phases of the instrumental program are surveyed and evaluated. **Two Semester Hours.**

**Orchestration** covers the individual scoring and group scoring problems for orchestral and band instruments. It includes the study of instrument ranges, substitution of instruments, transfer of knowledge to similar instruments, analysis of correct bowings, ensemble playing, orchestral accompaniments, etc. A study is made of orchestral and band scores. Problems related to the conducting of the scores are discussed and demonstrated. Opportunity is afforded to actually conduct various sized instrumental groups. **Two Semester Hours.**

**Composition** has as its purpose to give the advanced student more intensive experience in creative work. Although no definite idiom is prescribed, the use of contemporary techniques is encouraged. The work done in this course will be written for various mediums. Prerequisite: permission of the instructor. **Three Semester Hours.**

**Class Piano Methods** aims to acquaint the student with procedures that are known to be successful in individual and class instruction, the value of the piano class as a means of developing basic musicianship, ways of attaining skill in reading, ear-training, technique, theory, harmony, and creative work. Materials suitable for the first two years of piano study are examined, evaluated and discussed. **Three Semester Hours.**

**Advanced Harmony** is designed to provide the interested student with an opportunity to develop his understanding and facility in the use of harmonic idioms and practices beyond those developed in the required harmony courses. Specific problems will include the study on an advanced level of chromatic harmony, modulation to remote keys, and the more common contemporary practices. Assignments will consist for the most part of the composition of original examples. Analysis of excerpts from the monuments of music literature will be given considerable attention. Stress will be placed on the individual harmonic practices of the great masters of musical composition. **Three Semester Hours.**

**American Music** aims to trace the evolution of a national style of composition from the earliest known American composers to the present day, and to acquaint the student with representative works of outstanding contemporary American composers. **Three Semester Hours.**

**Counterpoint** has as its purpose to develop in the student a consciousness of the horizontal aspect of musical composition, as well as a command of the techniques of contrapuntal style. Experience is provided for in the invention of counter melodies, and in the use of techniques of imitation and thematic development. Assignments include analysis as well as the composition of original examples both for instruments and voices. **Three Semester Hours.**

## HOME ECONOMICS

(Required and elective courses available only to students following the Home Economics Education curriculum.)

**Home Care of the Sick** aims to develop a better understanding of some of the routine health problems faced by families and ways of minimizing the discomfort and other effects of minor illnesses. Opportunity is arranged for student practice of home nursing procedures and a nearby hospital is visited for observation purposes. **Two Semester Hours.**

**Bacteriology** gives the students an appreciation of microorganisms in their relation to mankind. The relationship of microorganisms to their environment is emphasized. The activities of microorganisms which are of economic importance are especially stressed. Special attention is given to bacteriology in its applications to personal, home and community problems. A unit on immunity is included. Throughout the course an attempt is made to arouse the student's interest in recent bacteriological developments. Bacteriology makes a fine contribution to the student's cultural background. The course includes both discussion and laboratory work. **Three Semester Hours.**

**Family Relations** is among the most interesting studies of the entire course. Here, each student has an opportunity to study home situations and to discuss personal problems. While certain background information in connection with the history of the family is studied, the principal emphasis is placed on the lives of children in the intimate environment of the home. **Two Semester Hours.**

**Housing** offers the student some general understandings of the aspects of satisfactory housing: floor plans for convenience, comfort, and aesthetic values; the relative costs and problems involved in the use of different **building materials; choice of heating** and plumbing;

housing maintenance and its relation to the plant itself; the relative values of building, buying and renting; the choice of home sites; and some of the legal aspects of housing. **Two Semester Hours.**

**Household Care and Equipment** involves a study of the efficient use and care of those major devices used in the home which make for good management. It includes, further, a consideration of the principles and practices which are most effective for the usual household tasks of laundering, cleaning, food preparation, etc. Emphasis is placed on the human elements which enter into the wise use of time, energy, aptitudes, skills and other family resources. **Two Semester Hours.**

**Family Finance** deals with personal and family financial problems and the underlying economic principles which relate to them. It considers ways of increasing one's real and psychic income through the wise planning of expenditures from money income, the planning of home production activities and the optimum use of social income resources. Special problems dealt with include insurance, banking, investments, installment buying and credit. **Two Semester Hours.**

**Home Management** consists of several weeks' stay in a living unit with a resident instructor. During this period each student has an opportunity to develop her managerial skill in relation to the various aspects of homemaking, such as meal planning and preparation, shopping, record keeping, laundering, cleaning and entertaining. In this course students are expected to put into practice the principles learned in all homemaking courses. **Three Semester Hours.**

**Consumer Economics** aims to give the individual a sound fundamental understanding of her situation as a consumer buyer. A study of problems involved in production and merchandising is also made. **Two Semester Hours.**

**Textiles and Clothing Economics** is planned from the viewpoint of the consumer. The cost, upkeep, wearing quality and handling of fabrics is emphasized. Laws which affect the sale of certain fabrics in the local area are studied. Students learn to recognize some of the more common fabrics. **Two Semester Hours.**

**Clothing I** includes the study and application of clothing construction. Techniques in construction processes are developed through practice in the making of actual garments by each student. **Three Semester Hours.**

**Clothing II** aims to develop further the techniques and abilities in clothing construction and to assist in preparing the student for practice teaching in clothing. The use of a variety of fabrics and patterns is emphasized. Illustrative material for teaching clothing is prepared. Each girl makes two articles for herself and a child's garment. **Two Semester Hours.**

**Clothing III** is designed to give additional practice in the development of abilities and techniques in construction of clothing. A study of the processes involved in flat pattern designing is made and a practical problem is completed. Tailoring, as it is applied in a coat or suit, is also a practical study made during this semester. **Two Semester Hours.**

**Foods I** is a fundamental course in the study and application of principles of meal planning and food selection, preparation, and serving. The laboratory work provides an opportunity for the development of good habits of work, the gaining of experience in the best practices relative to food preparation and serving, and the knowledge and appreciation of high standard products. A unit in Marketing helps to develop an appreciation of food marketing and consumer problems. As a part of the course requirement students prepare teaching materials for each of the units studied. **Three Semester Hours.**

**Foods II** aims to educate students in wise food selection and menu planning. The study and the preparation of foods for family dinners are stressed. Guest meals and other special food service problems are managed by student groups. The same general plan for laboratory work is followed as in Foods I. A unit in Food Preservation is included. **Three Semester Hours.**

**Nutrition** is approached from the viewpoint of positive health. Fundamental principles showing the relationships of food and health are stressed. Study is made of the qualitative and quantitative needs of individuals, interdependence of dietary essentials, dietary contributions of foods and relative costs. Adequate diets are planned for individuals and families on varying income levels. Emphasis is also placed on nutrition teaching materials. Feeding experiments with albino rats are carried out by the class. The course includes both discussion and laboratory work. **Three Semester Hours.**

**School Lunch Management** includes both instruction and experience essential to qualify the home economics teacher to successfully carry out a school lunch program. Emphasis is placed on planning, preparing and serving lunches that are nutritionally adequate and appealing in taste and color and on a sound financial basis. Each student taking this course has experience in all phases of school lunch

management. A school lunch is actually carried out in the campus schools and it is on the National School Lunch Program. **Three Semester Hours.**

**Child Development and Nursery School** treats of the manifold growth of the child—physical, mental, emotional, social—from the pre-conceptional period to school entrance age. Students have an opportunity to learn of these developmental phases through real contacts with children in a play school situation. Emphasis is placed on the child as an individual and the adult's opportunity and responsibility of assisting the child toward his optimum development. **Four Semester Hours.**

**Clothing for the Individual** gives the student an opportunity to apply the principles of design and color to herself. The human figure, irregularities of form, and methods of concealing such irregularities are studied. It also aims to create a consciousness of the value of being well groomed and techniques for accomplishing this. **Two Semester Hours.**

**Home Furnishing** relates the principles of design to interior and exterior decorating problems of the home. Studies are made of house plans and furnishings. Remodeling, refinishing, and making of furniture from old furniture or boxes are practical problems of this course. **Three Semester Hours.**

**Principles of Design** is a course affording the student an opportunity to develop creative ability and to experiment with several media. Experience is given in applying design elements and principles to art products for personal and home needs. **Two Semester Hours.**

# STUDENT ACTIVITIES

## PURPOSE AND PLAN

The Student Activities of Mansfield State Teachers College provide opportunities for young men and women to express their personal interests, talents, and abilities and to secure socially constructive training and experience.

## THE STUDENT COUNCIL

Each student is a member of the Mansfield Student Government Association. In order to carry on the business of this group, the student body elects fourteen students to be their representatives and serve on the Student Council. Since the Student Council plans the extra-class activities program on the campus, approves the dates for college meetings and sends students' opinions to the Administrative Council, the members are eager to serve the students well. The council seeks the cooperation of each student and is pleased to receive suggestions. The success of Student Government depends on the interest and enthusiasm of each student in campus activities.

## SOCIAL ACTIVITIES

Dances, parties, receptions, teas, formal and informal, provide wholesome recreation and entertainment for the student and at the same time present an opportunity for him to orient himself to cooperative living and social poise.

## ATHLETIC ACTIVITIES

Intercollegiate football, basketball, and baseball games are scheduled annually.

## RECREATIONAL ACTIVITIES

In addition to the intercollegiate program, the students have a lively interest in intramural athletics. Tournaments and class competitions afford each student opportunity to participate in his favorite sports. Among the most popular are tennis, swimming, basketball, volleyball, softball, bowling, badminton, touch football, roller skating, shuffle board, and others.

# ORGANIZATIONS

## HONOR FRATERNITIES

**Kappa Delta Pi.** Juniors having six and Seniors having twelve semester hours of education and who are ranking in the upper quarter of their class are eligible to this national Education honorary society. The aims of KDP are to set up worthy scholastic and professional ideals, to recognize outstanding work in the field of teaching, and to establish teaching on a higher plane in American professional life. Students feel that it is a distinct honor to be invited to join this educational honorary fraternity.

**Lambda Mu** is a local music sorority whose ideals are high standards of musicianship, scholarship, sisterhood, and character. Any woman student in the music department, who is at least a second semester sophomore and has an average of B in her music studies and C in her academic studies, is eligible and may be pledged to membership.

**Phi Mu Alpha Sinfonia** is a national musical fraternity for men who are making music their profession and for those who take an active interest in music as an avocation. The aims of this fraternity are to advance the cause of music in America, to foster the mutual welfare and brotherhood of students of music, to develop the truest fraternal spirit among its members, and to encourage loyalty to the Alma Mater. Beta Omicron Chapter was founded in 1931.

**Phi Sigma Pi** is a national Education fraternity for men in teacher-preparation institutions. Its ideals are character, knowledge, and fellowship. Its personnel is limited to men of superior scholastic, professional, and social standing, who have spent at least one year at the College.

**Kappa Omicron Phi** is a national honorary home economics sorority whose purpose is "to further the best interests of home economics in the four-year colleges." The members are selected on the basis of scholarship, professional attitude, and character. The number may not exceed twenty per cent of the enrollment. The aim of Kappa Omicron Phi is "to develop women with higher ideals of sane living, with deeper appreciation of the sanctity of the American home, with broader social and higher intellectual and cultural attainments."

**Sigma Zeta** is a national Science honor society restricted to upperclassmen. It seeks to recognize ability and accomplishment in the various branches of science. Meetings, field trips, and special projects make active membership in the organization pleasurable and worthwhile.

## MUSICAL ORGANIZATIONS

**The Symphonic Band** acquaints the students with band literature, affords him practical experience in rehearsal procedures, and aims to develop high standards of attainment in the field of performance. It is open to all students of the college who can meet the playing requirements.

**The Symphonic Orchestra** furnishes an opportunity for the student to increase his appreciation and understanding of the literature of the orchestra and to heighten his knowledge of orchestra technique, routine, and program-building. It is open to all students of the college who can meet the playing requirements.

**The College Chorus** has for its purpose the study of choral literature representative of a wide variety of styles, and a practical demonstration of methods and procedures for the attainment of superior choral singing. Membership is required of students in the three upper classes of the Music Education Department.

**The Freshman Chorus** is made up of first-year students taking the Music Education Curriculum. Its purpose is to develop desirable choral habits and standards through the study of musical literature within the understanding and the performing skill of the less experienced student.

## RELIGIOUS ORGANIZATION

### Student Christian Association

All students are invited to join the Student Christian Association which is a part of the Student Christian Movement. This organization strives to develop spiritual, moral and social relationships among individuals. Programs featuring music and pertinent discussion are scheduled for the weekly meetings.

## DEPARTMENTAL CLUBS

**The Association for Childhood Education International** is an organization for all elementary students and faculty of the Elementary Department. The purposes of the organization are to discuss topics of common interest; to promote closer fellowship among the members, and to help the members become better teachers.

**The Music Education Club** is an organization composed of all students in the Music Education Department. The purposes of the club are to create a greater interest in Music Education and to discuss common interests and problems.

**Omicron Gamma Pi** is an organization for all Home Economics students. The meetings, which are held once a month, consist of lectures, reports, and news in the field of the American Home Economics association. The organization keeps in close touch with national activities in its field.

## SPECIAL INTEREST ORGANIZATIONS

**The Art Club** is an honor society for persons who attain the grade of A in one semester of art. An affiliate of the Eastern Arts Association, it promotes an appreciation of the fine arts through the examination and creation of artistic things. Of particular interest and value are work meetings, which influence the development of individual talent.

**The College Players** is one of the most vital organizations on the campus. Students interested in acting are selected after try-outs while those interested in costuming, make-up, or staging may make application by letter. Two plays are presented each year, and monthly meetings are held. Cooperation is the key word for the Players, a quality inherent in the group and its relation to campus life.

**The M Club** is made up of men who have earned a varsity letter in one or more intercollegiate sport. Its purposes are to encourage wholesome living and good sportsmanship and to stimulate interest in athletics.

**The Women's Athletic Association** aims to create an interest in sports, recreational activities, and tournaments. This organiation sponsors many activities and the members are privileged to use the equipment which is owned by the Association. The climax of the athletic year is the annual WAA breakfast held each spring.

## PUBLICATIONS

**The Flashlight,** the College newspaper, is usually published once each month. It is published for the student body and is composed of articles of interest about the students and their activities on the campus. Any student interested in newspaper work may apply to the editor of the paper stating his qualifications and the type of work which interests him. All students and faculty members receive the Flashlight.

**The Carontawan,** named from an Indian expression meaning "little town on the hill." is the College yearbook at MSTC. It is dedicated to student life at Mansfield and is published by a board selected chiefly from the junior class. Every student who is a member of the Mansfield Cooperative Government Association for the entire academic year receives a Carontawan.

**The Password,** the student handbook, is published annually by the Student Council and dedicated primarily to the Freshmen. It is a compilation of information about the College and life at MSTC.

### ASSEMBLIES

Assemblies for the entire student body, the faculty, and others are held every Tuesday at 2:00 p.m. in Straughn Hall. Their primary purpose is to supplement the work of the classroom. Assemblies not only give the student an opportunity for developing sound appreciation of the various fields of learning and the arts, but also give the students an opportunity to participate in such programs.

### ARTISTS' COURSES

The college conducts two excellent artists courses—the Assembly course and Auditorium course. The Assembly course is designed to vary the student participating activities of the assembly period; the Auditorium course intends to provide cultural experiences on a high level. The college attempts to secure the finest lecturers, musicians, dancers and actors obtainable and during the past several seasons has been fortunate in scheduling such attractions as Jean Carlton, Roland Hayes, William Masselos, William Gephart, Dorothy Canfield Fisher, Dr. Henry Seidel Canby, Dr. William Kirpatrick, the United States Navy Band, the Graff Ballet, the Don Cossack Chorus, and the Columbus Boy Choir. Admissions to these programs are covered by the Student Activity Fee.

### MUSIC EDUCATION DEPARTMENT CONCERT SERIES AND MUSICALES

The Music Education Department presents a series of three evening concerts each year, given by members of the faculty and advanced students. The Music Department also sponsors a series of informal Sunday afternoon musicales in Straughn Hall. These musicales offer an opportunity for less experienced student musicians to perform before an audience.

### MOTION PICTURES

Friday evenings at 7:30 p.m. motion pictures are shown in Straughn Hall. Not only are the finest pictures in the fields of entertainment and education presented on the College screen as part of the Auditorium program, but also newsreels and travelogues are scheduled as an adjunct to the Assembly program. They are a valuable enrichment to the social and academic life on the campus. Admission is covered by the Student Activities Fee.

### THE COLLEGE COMMUNITY VESPER SERVICE

Each year four Vesper Services are arranged by the College in cooperation with the local churches and are held at 7:30 o'clock in the evening in Straughn Hall. The programs consist of addresses by well-known clergymen, representatives of all faiths; non-sectarian devotional exercises; and special music. The Music Education Chorus presents a Cantata each year at one of these services.

## SPECIAL SERVICES AND FACILITIES

### GUIDANCE PROGRAM

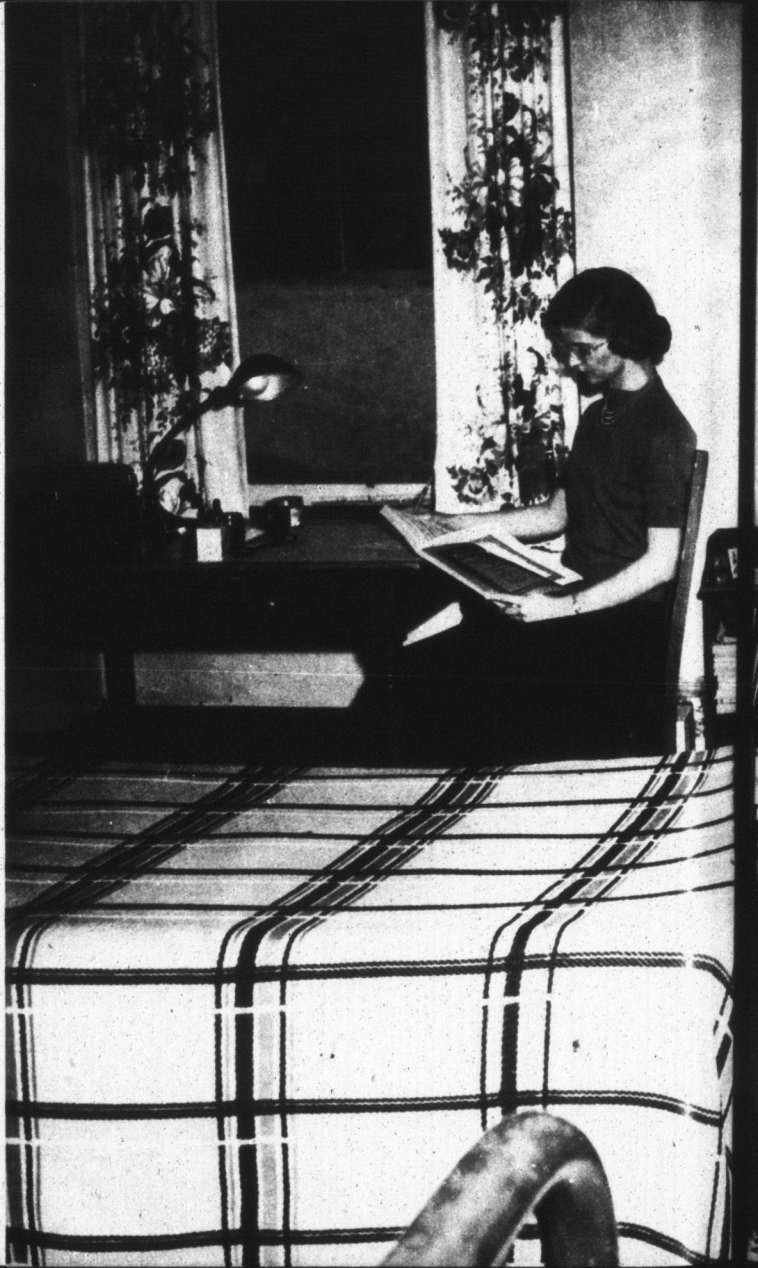
A strong program of guidance is conducted at Mansfield, whereby each student is aided and abetted in all phases of his development—personal, academic, health, and vocational—from the time when he applies for admission to the time when he is graduated and launched successfully in his profession.

By the provisions of this program, a student is admitted to Mansfield only after the administration is satisfied that he possesses qualifications for success in college and in educational work. This opinion is formed through careful examination of his personal, scholastic, and health records and a series of interviews with the candidate. Also utilized are tests in general intelligence, command in English, and culture. Additional followup tests in English culture, and contemporary affairs are given at the end of the sophomore year.

Then the student is given four types of counseling: personal, for emotional, social, and spiritual development; academic, for intellectual growth; health, for physical welfare and betterment; vocational, for placement and adaptation to service. Throughout the student's college course there exists a personal relationship between a member of the staff as his adviser and himself. An adviser is assigned to the student during his Freshman year at the close of which he assists his department head in selecting an adviser for the balance of his college course.

### HEALTH SERVICE

Complete facilities for promoting the health of students and preventing disease as well as dealing with injury and illness are provided at Mansfield through a modern, well-equipped infirmary, staffed with a physician and a nurse. The services of the physician and the nurse are rendered regularly without charge.



## OFFICE OF VETERANS' COUNSELOR

The office of Veterans' Counselor has been organized to assist veterans in all matters of rehabilitation and training, pensions, and out-patient treatment. It works in close cooperation with the Veterans Administration, both directly and through the training officer assigned. The Counselor acts as liason between the College and the Veterans Administration, the Marine Corps, Naval Reserve, Army Reserve, and Coast Guard.

Through this service the subsistence problems of the veterans on the campus have been reduced to a minimum. Veterans are given a chance to discuss their individual problems with a counselor who has had wide experience in dealing with veterans' problems during and following World War II.

## PLACEMENT SERVICE

An exceptionally high record of success in facilitating the placement of graduates and their orientation to service is held by the teacher placement bureau at Mansfield, which at all times is ready to assist graduates in finding positions and to help school officials in securing the teacher best qualified to serve their needs.

## CAMPUS BOOK AND SUPPLY STORE

A book and supply store is operated on the campus by the Mansfield Cooperative Government Association. The store sells all educational texts and supplies needed by students, and any profit accrues to the Association for the furtherance of the extra-class program.

## COLLEGE BUS

A motor bus capable of carrying twenty-five passengers is owned by the Mansfield Cooperative Association. It is used for the transportation of student organizations and group trips and tours of various sorts.

# FEES, DEPOSITS AND REPAYMENTS IN THE STATE TEACHERS COLLEGE

**All Fees, Deposits and Repayments Are Subject to Change**

## A. FEES

### I. Student Activity Fee

A student activity fee will be collected from all regularly enrolled students and will be administered through a cooperative organization under regulations approved by the board of trustees. This fee covers the cost of student activities—athletics, entertainments, publications, etc. Students taking fewer than eight semester hours or students taking extension courses may secure the benefits of the activities program by paying this fee. The student activities fee as determined and collected by the Mansfield Cooperative Association is $15.00 per semester.

### II. Contingent Fee

A contingent fee will be collected from regularly-enrolled students as follows:

| | Semester | Year |
|---|---|---|
| Elementary Curriculum | $45.00 | $ 90.00 |
| Secondary Curriculum | 45.00 | 90.00 |
| Home Economics Curriculum | 72.00 | 144.00 |
| Music Curriculum | 90.00 | 180.00 |

This fee covers the costs of registration; the keeping of student records; and library, laboratory, and student health services. In addition to the aforementioned amounts, the average student will require for books, gymnasium attire, and miscellaneous expenses at least $50.00 per year.

### III. Housing Fee

1. The housing fee for students is as follows:

| | Semester | Year |
|---|---|---|
| Room, Board and Laundry | $216.00 | $432.00 |

(a) No reduction in the fee will be made when students go home or when laundry is done elsewhere.

(b) Students may occupy a double room alone by paying an additional $36.00 per semester, when available.

(c) Where off-campus rooming students board in the college dining room, the housing fee will be divided $2.00 for room and $9.00 for board per week. A laundry fee of $18.00 will be charged if the student uses the college laundry.

2. The housing fee for persons other than students is $13.00 per week.
3. The charge for meals to transients:
Breakfast, $.50; Luncheon, $.75; Dinner, $1.00.

**IV. Infirmary Fee**

1. The services of the college physician and the college nurse are available to those who are ill or injured. Medicine for minor illnesses and dressings for injuries are furnished free of charge, but students must pay for special prescriptions or preventative vaccine.
2. After three days in the Infirmary, students from the dormitory will be charged a hospitalization fee of $1.00 per day in addition to the regular housing fee.
3. Day students to the Infirmary will be charged a fee of $2.00 per day. This charge includes only regular medical and nursing services.

**V. Isolation Fee**

1. For use of the isolation quarters for the contagiously sick, the college will charge $10.00 per week in addition to the regular housing fees. This fee does not include special medical and nursing service.
2. Day students admitted to the isolation quarters will be charged at the rate of $2.00 per day, plus $10.00 per week. This fee does not include special medical or nursing services.

**VI. Out-of-State Tuition Fee**

Students from out of the state will be charged tuition at the rate of $7.50 per semester hour. In addition, students following the Home Economics Curriculum will be charged a special fee of $27.00 per semester, or $54.00 per year; while students following the Music Education Curriculum will be charged a special fee of $45.00 per semester, or $90.00 per year.

**VII. Private Music Instruction Fee**

The charge for private lessons in music to students not following the Music Curriculum will be:

(a) Voice, piano, band, or orchestral instruments—$24.00 per semester for one lesson per week. Pipe organ $42.00 per semester for one lesson per week.

(b) Rental of room for practice, one period per day—$6.00 per semester. Rental of pipe organ for practice, one period per day—$36.00 per semester. Rental of band or orchestra instruments—$6.00 per semester.

**VIII. Special Music Instruction Fee**
Members of the music department who desire private music instruction other than assigned by the director (and included in their $90 contingent fee) will pay the same rate for such instruction as students not following the Music Curriculum.

**IX. Degree Fee**
A fee of $5.00, to cover the cost of diploma, shall be paid by each candidate for a degree.

**X. Cap and Gown Fee**
A fee of approximately $3.00, to cover rental of cap and gown for commencement exercises, shall be paid by each candidate for a degree.

**XI. Transcript Fee**
A fee of $1.00 shall be paid for the second and each subsequent transcript of record. No fee is charged for transcripts of persons in military service.

**XII. Delinquent Accounts**
No student shall b eenrolled, graduated, or give na transcript of his record until all fees have been paid.

**XIII. Late Registration Fee**
Each student registering after the date officially set for registration shall pay an additional fee of $1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of the late registration fee shall not exceed $5.00, except when permission for late registration has been secured in advance from the President because of illness or other unavoidable cause.

## B. DEPOSITS

I. An advance deposit of $10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter the college for the term or semester as designated. If, however, the student notifies the college at least three weeks before the beginning of the semester or term that he is unable to enter, or if the student is rejected by the college, the dposit is rpaid on application from the student through the college authorities.

II. A check or money order for this deposit must be drawn in favor of the **Commonwealth of Pennsylvania.**

## C. REPAYMENTS

I. Repayments will be made for personal illness, the same being certified to by an attending physician, or for such other reasons

as may be approved by the board of trustees. These will include the amounts of the contingent and housing fees paid by the student for the part of the semester which the student does not spend in the college.

II. Repayments will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.

### SCHEDULE OF PAYMENTS

The Contingent and Housing fees are due for the first half of the first semester on entering; for the second half of the first semester at the beginning of the tenth week; for the first half of the second semester at the beginning of the twenty-eighth week. The Activities Fees must be paid for the full semester at the beginning of each semester. All fees may be paid for the full semester at the beginning of each semester, if more convenient to students or sponsors.

### METHODS OF PAYMENT

At the beginning of each semester, a check in the amount of $15.00 should be drawn in favor of the **Mansfield Cooperative Government Association.** This will pay the Activity Fee. All other checks should be drawn in favor of the **Commonwealth of Pennsylvania.** Please do not submit checks in excess of the amounts called for, as the College is legally unable to cash them or to refund balances. Cash will be accepted.

### SPECIAL CHARGES

**Damages.** Dormitory rooms are fully equipped for students on entrance. Any damage to rooms or furnishings beyond that which comes from ordinary use will be charged to students. At the beginning of the term, all necessary electric lamps are furnished without charge. If the damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

**Charges During Illness.** Charges during illness do not include the expense of employing trained nurses or the cost of medicine, for all of which students or parents are responsible. In cases of serious illness, students may be removed to a hospital, where special expenses must be met.

### FINANCIAL OBLIGATIONS

The acceptance of a student is for a semester; and parents or any others who are providing for the expense of a student at the college should understand that their financial obligations are for the entire semester.

# SUMMARY OF FEES

## STUDENTS LIVING AT COLLEGE

### Elementary or Secondary Education

| | First Quarter Sept. 9 | Second Quarter Nov. 10 | Third Quarter Jan. 26 | Fourth Quarter Mar. 30 | Total Yearly Cost |
|---|---|---|---|---|---|
| Contingent Fee | $ 22.50 | $ 22.50 | $ 22.50 | $ 22.50 | $ 90.00 |
| Housing Fee | 108.00 | 108.00 | 108.00 | 108.00 | 432.00 |
| Total Due Com. of Pa. | 130.50 | 130.50 | 130.50 | 130.50 | 522.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |

### Home Economics Education

| | | | | | |
|---|---|---|---|---|---|
| Contingent Fee | 36.00 | 36.00 | 36.00 | 36.00 | 144.00 |
| Housing Fee | 108.00 | 108.00 | 108.00 | 108.00 | 432.00 |
| Total Due Com. of Pa. | 144.00 | 144.00 | 144.00 | 144.00 | 576.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |

### Music Education

| | | | | | |
|---|---|---|---|---|---|
| Contingent Fee | 45.00 | 45.00 | 45.00 | 45.00 | 180.00 |
| Housing Fee | 108.00 | 108.00 | 108.00 | 108.00 | 432.00 |
| Total Due Com. of Pa. | 153.00 | 153.00 | 153.00 | 153.00 | 612.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |

## SUMMARY OF FEES

### STUDENTS NOT LIVING IN DORMITORY

| | First Quarter Sept. 9 | Second Quarter Nov. 10 | Third Quarter Jan. 26 | Fourth Quarter Mar. 30 | Cost Total Yearly |
|---|---|---|---|---|---|
| **Elementary or Secondary Education** | | | | | |
| Contingent Fee Total Due Com. of Pa. | 22.50 | 22.50 | 22.50 | 22.50 | 90.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |
| **Home Economics Education** | | | | | |
| Contingent Fee Total Due Com. of Pa. | 36.00 | 36.00 | 36.00 | 36.00 | 144.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |
| **Music Education** | | | | | |
| Contingent Fee Total Due Com. of Pa. | 45.00 | 45.00 | 45.00 | 45.00 | 180.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |

### DAY STUDENTS TAKING MEALS IN DINING HALL

| | | | | | |
|---|---|---|---|---|---|
| **Elementary or Secondary Education** | | | | | |
| Contingent Fee | $ 22.50 | $ 22.50 | $ 22.50 | $ 22.50 | $ 90.00 |
| Board | 81.00 | 81.00 | 81.00 | 81.00 | 324.00 |
| Total Due Com. of Pa. | 103.50 | 103.50 | 103.50 | 103.50 | 414.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |
| **Home Economics Education** | | | | | |
| Contingent Fee | 36.00 | 36.00 | 36.00 | 36.00 | 144.00 |
| Board | 81.00 | 81.00 | 81.00 | 81.00 | 324.00 |
| Total Due Com. of Pa. | 117.00 | 117.00 | 117.00 | 117.00 | 468.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |
| **Music Education** | | | | | |
| Contingent Fee | 45.00 | 45.00 | 45.00 | 45.00 | 180.00 |
| Board | 81.00 | 81.00 | 81.00 | 81.00 | 324.00 |
| Total Due Com. of Pa. | 126.00 | 126.00 | 126.00 | 126.00 | 504.00 |
| Activities Fee | 15.00 | | 15.00 | | 30.00 |

# PROVISIONS FOR STUDENT AID

## SCHOLARSHIPS

**State Scholarships**—Holders of state scholarships may use them at Mansfield State Teachers College when enrolled in any four-year degree curriculum.

**Student Loan Fund Scholarships**—Eight scholarships of $50.00 per year for two years will be available for students from the College service area entering the College in September, 1953. Eligibility for these scholarships will be determined by the College authorities in charge of the fund. Applications may be secured through the high school principal from the office of the County Superintendent of Schools of the county in which the student is a resident.

**Colegrove Memorial Scholarships**—Two scholarships of $100.00 per year have been made available by the estate of W. H. Colegrove to be awarded each year to two outstanding women students from Tioga and/or McKean Counties.

**Theodore Presser Foundation Scholarship**—A scholarship for music students is awarded by the Music Department, with the approval of the President of the College. The grant is in the amount of $250.00 yearly, as approved by the Board of Trustees of the Presser Foundation. The award was first granted to Mansfield in 1949. Juniors and seniors in the music curriculum are eligible for the scholarship.

## LOANS

**Student Loan Fund**—Through the generosity of alumni and friends of the College, a substantial fund has been accumulated for the purpose of aiding worthy students through the medium of loans which are to be paid back to the fund as soon as possible after the borrower leaves the College, so that others who are in need may have an opportunity to share in the benefits thus accruing from such a revolving fund. Loans not exceeding $200.00 per year, may be granted during the junior and senior years of attendance at the College, if satisfactory security is provided. This fund is administered by the Student Aid Committe with the approval of the President of the College.

**Colegrove Educational Loans**—Loans to students to a maximum of $200.00 in any school year ($500.00 to any one student), at two per cent interest until they become wage earners, are available through the Colegrove Educational Loan Trust Fund. The repayment of the loan is then expected on a monthly basis, with interest increased to four per cent per annum. Application for this loan should be made to the Student Aid Committee.

**Robert Cowles Memorial Loan Fund**—The Music faculty administers a loan fund as a memorial to Robert Cowles. This fund, made up largely of contributions from the Cowles family of Orwell, Pennsylvania, makes available loans not exceeding $100.00 to worthy music students during the junior and senior year of attendance at the College.

**Omicron Gamma Pi Student Loan Fund** (formerly Domicilian Student Loan Fund)—Dormitory seniors in the Home Economics Education Department who have maintained good scholastic standing and who have high ideals and strong character may have the opportunity of borrowing from this fund amounts to be determined by the committee in charge of the fund. Application for loans should be made to Omicron Gamma Pi.

**Tioga County Federation of Women's Clubs Foundation**—The Tioga County Federation of Women's Clubs has established a loan fund, limited for the present to one or two loans of $100.00 to $200.00 per year. The loan is available to any woman student preferably from Tioga County.

The Tioga County Federation of Women's Clubs has also established a loan fund limited to $50.00 per year for students who find themselves in sudden need. This fund is available to both men and women students. It is assumed that loans made from this fund will be repaid at the earliest convenience of the borrower. Applications for loans should be made through the Faculty Committee on Student Aid and Scholarships or through the offices of the Deans of Students.

## WORK OPPORTUNITIES

**At the College**— A limited number of positions at the College are available for students in need of part-time employment. Such opportunities, however, are open chiefly to upperclassmen who have demonstrated their ability to do satisfactory College work. These positions are confined to the kitchen, the dining room, the library, and the administrative offices.

**In the Community**—While Mansfield is primarily a residential center, some part-time employment in the community frequently may be secured. Such openings are provided through the hotel, the restaurants, the motion picture theater, the garages, and the stores.

**In Private Homes**—A reasonable amount of work in private homes approved by the College is available. Often students are placed in contact with these homes by friends, alumni, student organizations, or churches. Such arrangements must be approved by the Dean of Women or the Dean of Men prior to the beginning of each semester. However, students and their parents or guardians assume responsibility for such off-campus arrangements.

# INFORMATION FOR DORMITORY STUDENTS

## ACCOMMODATIONS

Dormitories for men and women are maintained by the College. The rooms are pleasant and comfortably furnished, and the resultant atmosphere is cheerful and harmonious. There are a few single rooms, but the majority are intended to accommodate two or three students.

Both men's and women's rooms are provided with study tables and lamps, chairs for work and relaxation, single beds, mattresses and pillows, bureaus or chiffoniers, and mirrors. Each student must provide blankets, four sheets, two pillow cases, and six towels.

Wholesome, well-balanced meals are provided in an attractive dining room, where men and women are seated together at tables of eight. Here they have a necessary training in the amenities of dining and table service with friendly and stimulating conversation in congenial surroundings.

## LAUNDRY FACILITIES

A commercial laundry company takes care of the laundry work of all students residing in the college dormitories. Each student is entitled to twelve pieces of laundry per week. In addition, special rooms are provided where students may do extra washing or ironing which they may desire.

## CLOTHING

The women students themselves have compiled the list of clothing they feel necessary to college life. The dormitory, the classroom, and the village of Mansfield naturally govern the appropriate type of dress. Since youthful simplicity characterizes the wardrobe of the well-bred student, sports clothes and tailored frocks are first on the list which follows:

1. Three wool skirts
2. Six sweaters or blouses
3. Two cotton dresses
4. Two sport dresses and one suit
5. Two simple silk dresses
6. One evening gown
7. One housecoat
8. One heavy coat
9. One sports jacket or coat
10. One pair of sport shoes
11. One pair of evening slippers
12. One pair of dress slippers

13. One pair of gymnasium sneakers. Freshmen and sophomore women will be required to purchase uniform gymnasium attire at the Campus Book and Supply Store.

14. Informal clothing for sports or lounging

For men it is suggested that a standard of personal grooming and appropriateness be set up and maintained dictating the type of informal and formal clothing to be selected.

1. Slacks and sweaters or jackets
2. One dark suit or one mixed color suit
3. One light topcoat
4. One heavy topcoat
5. One pair of sport shoes
6. One pair of dress shoes
7. One bathrobe
8. One pair of bedroom slippers

It is suggested that students purchase uniform gymnasium attire at the Campus Book and Supply Store after their arrival, conveniently and at low cost.

## INFORMATION FOR OFF-CAMPUS STUDENTS

Students who do not wish to live in the dormitories and who wish to reside in homes other than their own must secure the permission of the Dean of Men or the Dean of Women. A list of approved homes will be submitted to the student. In every case, financial arrangements are made between the housemother and the student.

Women students, married to men students enrolled at the college, may not reside in the women's dormitory.

Students under 21 years of age will not be permitted to have automobiles at Mansfield. Older students desiring to keep an automobile while at the college must secure the permission of the College administration. Application should be made through the Dean of Men or the Dean of Women.

**The Provisional College Certificate.** This credential is granted to all holders of a degree immediately following graduation and is valid for three years.

**In the Secondary Field,** such a certificate qualifies the holder to teach the subjects on its face in any high school.

**In the Elementary Field,** such a certificate qualifies the holder to teach in any elementary school.

**In the Field of Home Economics or Music Education** such a certificate qualifies the holder to teach or supervise the special subject in both elementary and secondary schools.

**Making the Provisional College Certificate Permanent.** This action is accomplished by completing subsequent to graduation three years of successful teaching in the public schools of the Commonwealth and at least six semester hours of approved college work in educational theory or the subjects named on the certificate.

**Certification in Additional Fields.** Holders of certificates for teaching in the secondary field and vice versa. Such certification may be secured by completing additional work as indicated below.

**College Certificates in the Secondary Field May Be Validated for the Elementary Field** by completing thirty semester hours from among a specifically outlined group of courses considered vital to the preparation of elementary school teachers, including six hours of elementary student teaching. The courses must be selected from the following list:

Art I
Music I
Curriculum in Arithmetic
Teaching of English
Teaching of Reading
Teaching of Health
Teaching of Arithmetic
Children's Literature and Story-telling
Curriculum in Elementary Science
Diagnostic and Remedial Reading
Early Childhood Education
Child Adjustment
Teaching of American History and Government

**College Certificates in the Elementary Field May Be Validated for the Secondary Field** by completing eighteen semester hours from approved courses in the elective field desired, six hours in secondary education, and six hours of secondary student teaching, a total of thirty hours.

**The State Standard Limited Certificate.** This certificate, granted prior to February 1, 1943, qualified the holder to teach in an elementary school for three calendar years. The certificate may be renewed by subsequent three-year periods on evidence of teaching success and the completion during each three years of an additional twelve hours of work leading to degree in the elementary field.

**Normal School Diplomas.** The certificates of graduation issued by Normal Schools and Teachers Colleges in the past, when converted into diplomas after two years, carried with them permanent certificates for teaching elementary subjects. Thus, persons holding such diplomas and certificates and desiring to complete the requirements for a degree are given credit for one-half of the degree course, on the basis of the old Normal curriculum. The remaining requirements may be completed as rapidly as these persons wish, without affecting their certification rights. On completion of the degree course, however, a Provisional College Certificate is issued.

**Correspondence Courses.** The regulations of the Department of Public Instruction prohibit the giving or accepting of such courses for credit.

**Extension Courses.** Teachers in service may complete by extension no more than 25 per cent of the number of courses required for a degree. Only work graded above the lowest passing grade at the institution attended can be accepted on a transfer record. Full information relative to such offerings may be obtained from the Dean of Instruction at the College.

**Saturday Classes in Residence.** Full information relative to offerings may be obtained from the Dean of Instruction at the College.

# 1953-1954 SUMMER SESSIONS

## PROGRAM

To meet the needs of the undergraduates and war veterans who wish to accelerate the completion of a curriculum, and teachers in service seeking additional certification or a degree, three sessions covering twelve weeks in all, have been planned for the summers of 1953 and 1954. These Summer Sessions will comprise a pre-session of three weeks, a six-weeks session and a post-session of three weeks. The 1953 pre-session will extend from Monday, June 8 until Friday, June 26; the six-weeks session from Monday, June 29 to Friday, August 7; and the post-session from Monday, August 10 until Friday, August 28.

In 1954 the pre-session will extend from Monday, June 7 until Friday, June 25; the six-weeks session from Monday, June 28 until Friday, August 6; and the post-session from Monday, August 9 until Friday, August 27.

## PURPOSE AND SCOPE

The summer sessions are intended for undergraduates who wish to accelerate the completion of a curriculum, to adjust irregularities, or to remove deficiencies and in-service teachers who need additional certification for a degree. The courses are selected in sufficient variety to meet as far as possible the requirements of all students in elementary education, secondary education, home economics education, or music education.

During the summers of 1953 and 1954 the features will be work shop courses in several fields, demonstrations and conferences, and recreational and social activities appropriate to the season.

## FEATURES

**Work Shop Courses** will afford opportunities for students to work out their own problems and to develop problem-saving techniques through individual and group discussions and direct reading.

**Demonstrations and Conferences** will provide opportunities for students to observe and to discuss teaching in various areas of special interest determined by the needs and the interests of the students themselves. The areas will include reading, speech, art, music, guidance, library, special education and particular subjects.

**Recreational and Social Activities** will include educational field trips; many kinds of sports including swimming, tennis, golf, and hiking; and a large variety of social events, including picnics, dances, and parties.

## CREDIT

All courses will carry full credit toward certification and a degree. As many as twelve semester hours of credit will be available for the full summer of work.

## EXPENSES AND FEES

Students following the Elementary Education or the Secondary Education curriculum will be charged a contingent fee of $7.50 per semester hour of credit; a student activities fee of $2.00 for the pre- and post-sessions and $4.00 for the six-week session; and, if living at the college, a housing fee, covering room, board, and laundry of $12.00 per week.

Students following the Music Education curriculum will be required to pay an additional fee of $15.00 and those following the Home Economics curriculum will be required to pay an additional fee of $9.00 per session to cover the cost of materials, equipment, and special services used in the studios or laboratories.

## SUMMER BULLETIN

Detailed description of the courses, student activities, and costs of the summer sessions will be found in the 1953 Summer Bulletin Number of the College Quarterly, which will be sent by the College on request to persons interested.

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## STATE TEACHERS COLLEGE

MANSFIELD, PENNSYLVANIA

## FOR PROSPECTIVE STUDENTS

The Preliminary Enrollment Blank below is to be completed and mailed to The President, State Teachers College, Mansfield, Pennsylvania

### Preliminary Enrollment Blank

State Teachers College, Mansfield, Pennsylvania

Date .....

Name .....
Last Name First Name Middle Name

Address .....
Number Street City County State

Sex ..... Age .....

Years of High School Work Completed .....

Name and Address of High School .....

.....

Years of College Work Completed (If Any) .....

Name of College and Address .....

.....

When do you expect to enter Mansfield? .....

Check education curriculum desired: Elementary ( ); Secondary ( )
Home Economics ( ); Music ( )

Do you wish to live in the dormitories? .....

Choice of Roommate, if any? .....

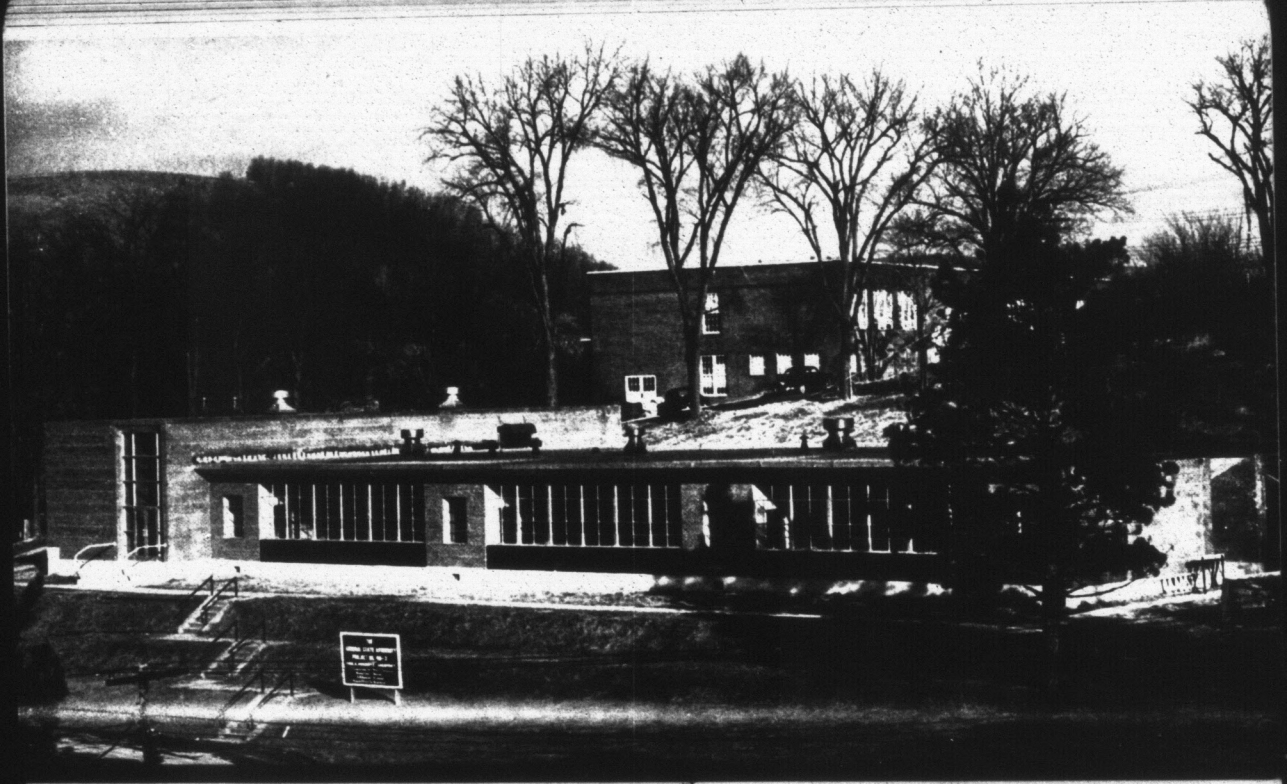
Are you enclosing with this blank the required Advance Registration Deposit of $10.00 (payable to the Commonwealth of Pennsylvania?)

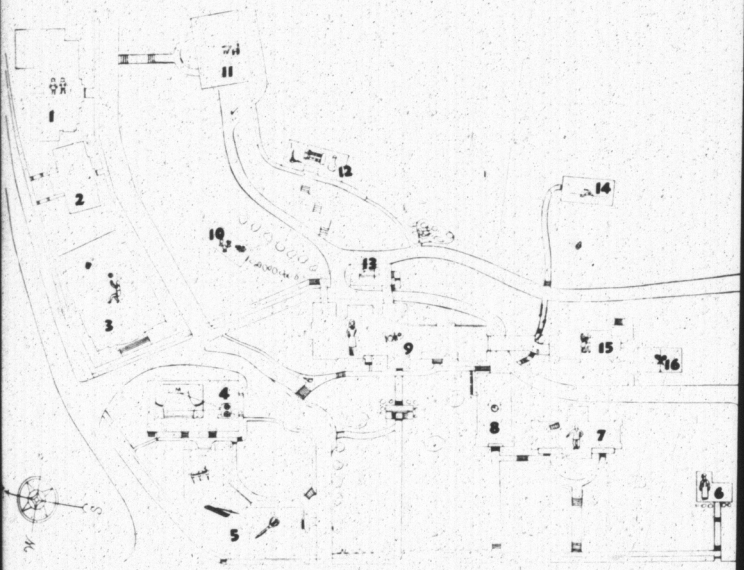
.....

Are you a veteran? Yes ☐ No ☐

If yes, under which act are you eligible for training: Public Law 346? ..... or 16? .....

Please answer EVERY question on this blank






## CHART OF COLLEGE CAMPUS

### LEGEND

| No. | Initials | Name of Building |
|---|---|---|
| 1 | EB | Elementary |
| 2 | EC | Education Center |
| 3 | GB | Gymnasium Building |
| 4 | SA | Straughn Auditorium |
| 5 | AB | Arts Building (Music and Home Economics) |
| 6 | PH | President's Home |
| 7 | SH | South Hall (Men's Dormitory) |
| 8 | AH | Alumni Hall |
| 9 | NH | North Hall (Administrative Offices, Library and Women's Dormitory) |
| 10 | GH | Green House |
| 11 | JH | Junior High School |
| 12 | SB | Science Building |
| 13 | IB | Infirmary Building |
| 14 | SP | Swimming Pool |
| 15 | SC | Student Center |
| 16 | TC | Tennis Courts |